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VOLUME THREE

VOLUME THREE

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PART G

A PROFILE OF THE CANADIAN PROVINCIALY-EMPLOYED
SUPERINTENDENT AND INSPECTOR OF SCHOOLS

1960 - 61

PREFACE TO PART G

The development of a profile of the provincially-employed superintendent of schools in Canada has been prompted by a desire to determine the truth of various stereotypes that have so commonly been held by the public. The data as presented were based upon responses to certain items on the Questionnaire already described in Chapter II of this study.

It would seem that one area of interest relative to the provincially-employed superintendent of schools concerns the nature of the individual who at present holds this position. Chapter XXIV of this Part, therefore, will include a consideration of the general characteristics of superintendents. Information concerning the birth-place of superintendents, the population of districts where they spent their early years, and their present marital status will be presented. The age of superintendents at their first teaching position, and upon their first appointment to the superintendency, as well as their present age will be included also in this first chapter.

Chapter XXV of this Part is concerned with the academic and professional preparation of Canadian superintendents. The purposes of this chapter will be to determine the number and types of university degrees held by superintendents at the time of their first appointment, as well as those earned since that period. Consideration will be given to the major fields of study pursued by superintendents at the undergraduate level. Superintendents' evaluations of their programmes

of graduate studies, as well as what they consider to be the most important fields of study in relation to their work, will also be discussed in this particular chapter.

The third chapter in this Part will be a consideration of the experience, both educational and non-educational, of superintendents. Among the aspects to be investigated in this chapter are the total years of superintendency experience of Canadian superintendents, the number of different school districts in which superintendents have served, and their total years of experience in education. The extent to which superintendents have had teaching experience in provinces other than those of their present superintendency will also be investigated, and in addition, their non-educational experience will be surveyed and reported.

CHAPTER XXIV

THE GENERAL CHARACTERISTICS OF CANADIAN SCHOOL SUPERINTENDENTS AND INSPECTORS

I. THE BIRTHPLACE OF CANADIAN SUPERINTENDENTS

Tables CXXVI and CXXVII reveal that 72.6 per cent of the superintendents included in this study were natives of the province in which they now hold their present superintendency position. A total of 27.4 per cent had been born outside of their present province. While 8.0 per cent were now superintendents in provinces adjoining those of their birth, 9.7 per cent were born in other Canadian provinces, and a further 9.7 per cent were born in countries other than Canada. Of these 45 superintendents (9.7 per cent) born outside of Canada, 17 (3.6 per cent) were born in the United States, while 16 (3.4 per cent) were born in Britain. Continental Europe accounted for a further 10 (2.2 per cent), and two superintendents were born in countries other than those mentioned above.

II. THE POPULATION OF THE DISTRICTS WHERE SUPERINTENDENTS SPENT THE FIRST FIFTEEN YEARS OF THEIR LIVES

Table CXXVIII shows that, in the main, the Canadian superintendent has a rural or small town background. A total of 26.9 per cent of the superintendents spent the first fifteen years of their lives in communities of less than 300 people, and 48.0 per cent of the respondents were

THE BIRTHPLACE OF CANADIAN SUPERINTENDENTS

Percentage of Superintendents by Province

Place of Birth	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
British Columbia	55.3	1.6	1.5		0.5					6.3
Alberta	2.1	46.0	6.0	2.3	2.1					8.4
Saskatchewan	10.6	14.3	59.7	2.3	1.6					12.5
Manitoba	6.4	4.8	7.5	75.0	0.5					9.7
Ontario	6.4	6.3	6.0	9.1	85.0					38.6
Quebec					4.1					1.7
New Brunswick		1.6	3.0	2.3	0.5	91.7	14.3			3.9
Nova Scotia	2.1	1.6				8.3	78.6		5.9	3.2
Prince Edward Island		1.6	3.0	2.3				100.0		2.4
Newfoundland							7.1		94.1	3.7
United States	4.2	7.9	7.5	2.3	1.6		7.1			3.7
Great Britain	12.8	3.2	1.5	4.5	2.6					3.4
Continental Europe		7.9	4.5		1.0					2.1
Other country		3.2								0.4
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE CXXXVII

THE RELATION OF SUPERINTENDENTS' BIRTHPLACE
TO PRESENT SUPERINTENDENCY POSITION

Birthplace of Superintendent	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
In province of present superintendency	55.3	46.0	59.7	75.0	85.0	91.7	78.6 100.0 94.1 72.6
In an adjoining province	2.1	15.9	13.4	11.4	4.7	8.3	14.3 8.0
In other provinces not adjacent	25.5	15.9	13.4	6.8	4.7	7.1	5.9 9.7
In foreign countries	17.0	22.2	13.4	6.8	5.7		9.7
Total number of respondents	47	63	67	44	193	12	14 7 17 464

THE POPULATION OF DISTRICTS WHERE SUPERINTENDENTS
SPENT THE FIRST FIFTEEN YEARS OF THEIR LIVES

Population Range	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Less than 299	6.4	41.3	47.8	43.2	17.1	16.7	14.3	71.4	17.6	26.9
300 - 999	8.5	19.0	28.4	38.6	16.6	16.7	21.4	14.3	47.1	21.1
1,000 - 2,999	12.8	7.9	7.5	4.5	25.9		28.6	14.3	29.4	16.8
3,000 - 4,999	10.6	3.2	3.0	4.5	7.8	16.7	21.4		5.9	6.9
5,000 - 9,999	10.6	1.6	4.5		2.6	25.0	14.3			4.1
10,000 - 49,999	12.8	7.9	3.0	6.8	17.6	8.3				11.0
50,000 - 99,999	27.7	9.5	3.0	2.3	1.6	16.7				5.8
100,000 - 299,999	4.2	7.9	3.0		3.6					3.4
300,000 - 499,999	6.4				1.6					1.3
500,000 and over		1.6			5.7					2.6
Total number of respondents	47	63	67	44	193	12	14	7	17	464

raised in communities of less than 1,000. While 71.7 per cent of the superintendents were raised in communities of less than 5,000, only 13.1 per cent were raised in cities and towns of over 50,000 in population. Only three of the fifty superintendents from the four Atlantic provinces were raised in towns or cities of over 10,000 in population. While 26.9 per cent of the Alberta superintendents were from centres with a population of 10,000 or more, 60.3 per cent of them had been raised in communities of less than 1,000, and in Saskatchewan and Manitoba, the percentages falling within this latter population category of less than 1,000 were 76.2 and 81.8 respectively. Moreover, more than forty per cent of the superintendents in each of these three provinces had spent the first fifteen years of their lives in rural communities of less than 300 in population. In Ontario, it appeared that 67.4 per cent of the inspectors were raised in communities of less than 5,000, while another 30.0 per cent were from cities and towns of more than 10,000. However, in this province more than ten per cent were from cities larger than 100,000 in population. In British Columbia, on the other hand, 51.1 per cent of the superintendents had been raised in centres where the population was over 10,000, and the number of superintendents from very small rural districts in that province was comparatively small.

III. THE POPULATION OF THE DISTRICTS WHERE SUPERINTENDENTS ATTENDED HIGH SCHOOL

Table CXXIX presents data as to the population of the districts where superintendents attended high school. This table in many ways bears a similarity to the previous one, although it would appear that for their high school instruction, in general, and for the senior or final grades, in particular, respondents had moved to larger centres.

While 25.0 per cent of all superintendents attended high school in communities of less than 1,000, 56.5 per cent were in communities of less than 5,000 for their high school education. A total of 35.8 per cent were in districts of more than 10,000 population, but only 10.6 per cent were in cities in which the population was more than 100,000. While in British Columbia 53.2 per cent of the superintendents took their high school education in cities and towns of 50,000 population or more, in Alberta, 33.3 per cent of the superintendents were in districts this size. Comparatively few in the remaining provinces, however, attended high schools in districts of this size.

IV. THE MARITAL STATUS OF SUPERINTENDENTS

Table CXXX indicates that the vast majority of superintendents were married men. A total of 94.4 per cent of the respondents were married, and in each of the provinces the percentage of respondents who were married was consistently very high indeed. While 1.3 per cent who had at one time been married were now widowed, no superintendents

TABLE CXXIX

THE POPULATION OF DISTRICTS WHERE SUPERINTENDENTS
ATTENDED HIGH SCHOOL

Population Range	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Less than 299		11.1	19.4	29.5	2.1					8.0
300 - 999		22.2	29.9	40.9	11.4	8.3	7.1	14.3	11.8	17.0
1,000 - 2,999	10.6	22.2	11.9	9.1	30.6	16.7	28.6	14.3	35.3	22.2
3,000 - 4,999	10.6	1.6	6.0	4.5	10.9	25.0	21.4		23.5	9.3
5,000 - 9,999	10.6	4.8	7.5	2.3	6.2	25.0	21.4	28.6	11.8	7.8
10,000 - 49,999	14.9	4.8	16.4	2.3	23.8	8.3	7.1	42.9	5.9	15.9
50,000 - 99,999	27.7	22.2	6.0	2.3	3.1	16.7	14.3		5.9	9.3
100,000 - 299,999	19.1	11.1	1.5	6.8	4.7				5.9	6.5
300,000 - 499,999	6.4		1.5	2.3	0.5					1.3
500,000 and over					6.7					2.8
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE CXXX

THE MARITAL STATUS OF SUPERINTENDENTS

Marital Status	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Single	2.1		1.5	2.3	6.2		7.1	14.3	17.6	4.3
Married	97.9	100.0	95.5	93.2	92.7	100.0	92.9	85.7	82.4	94.4
Widowed			3.0	4.5	1.0					1.3
Divorced or Separated										0.0
Total number of respondents	47	63	67	44	193	12	14	7	17	464

reported being divorced or separated.

V. THE NUMBER OF CHILDREN IN THE FAMILIES OF SUPERINTENDENTS

Of the superintendents who had been or were presently married, 7.8 per cent had no children, while 14.4 per cent had only one child. The modal figure of two appeared to be the number of children for respondents in each province, with the exception of Newfoundland, where it was one. A total of 20.3 per cent of the superintendents had families of more than three children. The above data appear in Table CXXXI.

VI. THE AGE OF SUPERINTENDENTS

Table CXXXII presents data on the ages of the 464 superintendents and inspectors participating in this study. The distribution indicates a range of from twenty-eight to sixty-six years and over. Only 2.2 per cent of the respondents were between the ages of 26-30 years, and these were found in the provinces of Alberta, Ontario, and Newfoundland where it has already been confirmed there is a tendency for younger men to be appointed. A further 5.8 per cent were between the ages of 31-35 years, and here again, the great majority of this age-group were found to be from these same three provinces. It was interesting to observe that in British Columbia, Manitoba, New Brunswick, Nova Scotia and Prince Edward Island there were no superintendents 35 years of age or under, while in Newfoundland, 52.8 per cent of the supervising

TABLE CXXXI

THE NUMBER OF CHILDREN IN THE FAMILIES OF SUPERINTENDENTS

Number of Children	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
None	2.1	3.2	9.0	13.6	16.6		14.3	28.6	29.4	12.1
One	8.5	15.9	18.0	20.5	11.9	16.7	21.4		23.5	14.4
Two	44.9	38.1	34.3	34.1	27.5	33.3	42.9	57.1	17.6	33.0
Three	27.7	19.0	13.6	13.6	22.8	16.7	7.1		11.8	20.0
Four	17.0	20.6	11.9	13.6	9.3	8.3	7.1	14.3	5.9	12.3
Five		1.6	7.5	4.5	5.7	8.3	7.1		5.9	4.7
Six		1.6			3.0	8.3			5.9	1.7
Seven					1.6					0.6
Eight					1.0	8.3				0.6
Nine or more					1.0					0.4
Median number of children	2.4	2.3	2.2	2.0	2.3	2.5	1.8	1.9	2.4	2.2
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE CXXXII

THE AGE OF SUPERINTENDENTS

Age in Years	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
26 - 30		3.2			1.6				29.4	2.2
31 - 35		11.1	1.5		7.8				23.4	5.8
36 - 40	2.1	12.7	7.5		7.8			14.3	5.9	6.7
41 - 45	12.8	12.7	16.4	13.6	21.2	16.7	14.3	14.3	5.9	16.8
46 - 50	29.8	22.2	17.9	31.8	21.2	33.3	50.0	14.3	11.8	23.5
51 - 55	29.8	22.2	32.8	29.5	16.6	50.0	14.3	28.6	11.8	23.1
56 - 60	17.0	6.3	14.9	15.9	8.8		14.3		5.9	10.6
61 - 65	8.5	9.5	9.0	9.1	9.3		7.1	28.6	5.9	9.1
66 years and above					5.7					2.4
Median age	51.4	47.8	51.5	51.3	48.0	50.5	49.1	51.8	34.9	50.8
Total number of respondents	47	63	67	44	193	12	14	7	17	464

inspectors were in this age bracket. A total of 14.7 per cent of Canadian superintendents fell within the age bracket 26-40 years, and it was only in the provinces of Alberta, Ontario, and Newfoundland that the percentages within this age range were of any significance (27.0, 17.2, and 58.7 respectively). Again, there were no superintendents from Manitoba, New Brunswick, or Nova Scotia within this age category, and only one from each of the provinces of British Columbia and Prince Edward Island. However, 63.4 per cent of all superintendents were between the ages of 41 and 55 years, and with the exception of Newfoundland, more than half the superintendency force in each of the other provinces was within this age category. A further 22.1 per cent of the respondents were over 55 years of age, while in Ontario, 5.7 per cent of the force (11 inspectors) were 66 years and over. The median age for superintendents across Canada was 50.8 years, although provincial medians ranged from as low as 34.9 years in Newfoundland, to as high as 51.8 years in Prince Edward Island. Apart from this median age of 34.9 years for the Newfoundland inspectors, other provincial median ages tended to be in the high forties or very early fifties.

It was considered of interest to compare these data above with those of superintendents in the United States, as reported in the four studies which have been conducted by the American Association of School Administrators during the period of the last forty years. Table CXXXIII shows that the median age of American superintendents has been steadily increasing over the years. Because no Canadian study giving comparable

information could be located, the only figures which could be used as a basis for comparison were those of this present investigation. It appeared, therefore, that the median age level of Canadian provincially-employed superintendents in 1961 (50.8 years) bore a very close resemblance to that of American superintendents (51.0 years) in 1958, as reported in the nationwide survey conducted by the A.A.S.A. for that year.

TABLE CXXXIII

THE MEDIAN AGE OF AMERICAN SUPERINTENDENTS
DURING THE PERIOD 1922-1958¹

YEAR	MEDIAN AGE
1922	43 years
1932	44 years
1950	49 years
1958	51 years

VII. THE AGE OF SUPERINTENDENTS AT THEIR FIRST
TEACHING POSITION

As shown in Table CXXXIV, the typical superintendent of schools in Canada began his teaching career at a median age of 19.5 years,

¹American Association of School Administrators, Profile of The School Superintendent, (Washington, D. C.: The Association, A Department of the National Education Association, 1960), p. 10.

THE AGE OF SUPERINTENDENTS AT THEIR FIRST
TEACHING POSITION

Age Range in Years	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Below 18	2.1	9.5	16.4	2.3	4.2		14.3	42.9	41.2	8.4
18 - 20	51.1	58.7	62.7	43.2	57.5	66.7	28.6	42.9	58.8	55.6
21 - 23	38.3	20.6	11.9	40.9	28.5	16.7	50.0	14.3		26.3
24 - 27	6.4	4.8	7.5	9.1	6.2	16.7	7.1			6.5
28 - 30	2.1	6.3	1.5	2.3	2.6					2.6
31 - 35				2.3	0.5					0.4
36 - 40					0.5					0.2
Median age	19.9	19.4	19.1	20.7	19.6	19.5	20.8	18.3	18.3	19.5
Total number of respondents	47	63	67	44	193	12	14	7	17	464

although provincial median ages ranged from 18.3 years in both Prince Edward Island and Newfoundland, to 20.8 years in Nova Scotia. While 8.4 per cent of all Canadian superintendents began teaching before the age of eighteen years, in Prince Edward Island and Newfoundland, the percentages falling within this age bracket were 42.9 and 41.2 respectively. A total of 55.6 per cent of all respondents began teaching between the ages of 18 and 20 years. It was of interest to discover that all supervising inspectors in Newfoundland had begun teaching by the age of twenty, as had all but one of the superintendents in Prince Edward Island. Thus, it can be readily seen that supervising inspectors in Newfoundland and superintendents in Prince Edward Island had assumed their first teaching positions at an earlier age level than superintendents of the remaining provinces.

A further 26.3 per cent of the participants began teaching between the ages of 21-23 years. It appeared, therefore, that by age 23 years, 90.3 per cent of all superintendents had begun teaching. Another 9.7 per cent who began teaching after the age of 23 years had become superintendents.

VIII. THE AGE OF SUPERINTENDENTS AT THEIR FIRST APPOINTMENT TO THE SUPERINTENDENCY

A study of Table CXXXV reveals that Canadian superintendents were appointed to their first superintendencies at median ages which ranged from as low as 31.1 years in Newfoundland, to as high as 43.1 years in Manitoba -- an age spread of twelve years. The median age at

THE AGE OF SUPERINTENDENTS AT THEIR FIRST
APPOINTMENT TO THE SUPERINTENDENCY

Age Range in Years	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
25 or below						14.3	23.5			1.1
26 - 30		9.5			11.9	7.1	14.3	23.5		7.5
31 - 35	4.2	30.2	17.9	4.5	21.8	8.3	28.6	14.3	23.5	18.8
36 - 40	27.7	38.1	46.3	25.0	29.5	41.7	21.4	14.3	11.8	31.7
41 - 45	40.4	19.0	29.9	38.6	24.9	25.0	21.4	28.6	17.6	27.4
46 - 50	17.0	3.2	6.0	27.3	10.4	16.7	21.4	14.3		11.2
51 - 55	10.6			2.3	1.0	8.3				1.9
56-60				2.3	0.5					0.4
Median age at appointment	42.7	36.9	39.0	43.1	38.3	40.5	38.8	38.0	31.1	39.1
Total number of respondents	47	63	67	44	193	12	14	7	17	464

first appointment for superintendents as a group was 39.1 years, which was somewhat greater than the median age of 35.6 years for American superintendents, as reported in the 1958 survey of the American Association of School Administrators.²

There did not appear to be any degree of consistency among the various provincial departments of education in the age levels at which their administrators were appointed to their first superintendencies. It has already been noted that supervising inspectors in Newfoundland tend to be appointed at a much earlier age (median 31.1 years) than their colleagues in any other province. While 47.1 per cent of the respondents in Newfoundland had been appointed to their positions before the age of 30, in four other provinces, no appointments at such an early age had been made, and in each of the remaining four provinces the numbers in this age bracket at first appointment were very small indeed. Thus, the median ages at appointment in the remaining provinces outside of Newfoundland ranged from a low of 36.9 years in Alberta, to a high of 43.1 years in Manitoba.

IX. THE YEAR OF APPOINTMENT TO PROVINCIAL SERVICE

Table CXXXVI presents information concerning the year in which superintendents were first appointed to their provincial positions. It

²American Association of School Administrators, Profile of the School Superintendent, (Washington, D.C.: The Association, A Department of the National Education Association, 1960), p. 12.

TABLE CXXXVI

THE YEAR OF APPOINTMENT TO PROVINCIAL
SERVICE

Year of Appointment	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
1920 or before					0.5			0.2
1921 - 1925					1.0		14.3	0.6
1926 - 1930					2.1			0.9
1931 - 1935	2.1	1.6			4.1		7.1	5.9 2.6
1936 - 1940	4.2	14.3	9.0	9.1	8.8	8.3	14.3	28.6 9.3
1941 - 1945	12.8	15.9	19.4		10.4		7.1	10.8
1946 - 1950	17 0	9.5	26.9	22.7	12.4	25.0	21.4	23.5 16.4
1951 - 1955	23.4	20.6	16.4	31.8	21.2	50.0	14.3	28.6 23.5 22.4
1956 - 1960	40.4	38.1	28.4	36.4	39.4	16.7	35.7	28.6 47.1 36.8
Total number of respondents	47	63	67	44	193	12	14	7 17 464

would appear from the data presented that of the several five-year periods investigated, it was in the interval, 1956-60, that the greatest number of currently employed superintendents (36.8 per cent) had been first appointed. This was the situation in all provinces except New Brunswick and Prince Edward Island. Between 1951-1955, a further 16.4 per cent of the respondents had received their first appointments. It would appear then, that in the decade, 1951-1960, 59.3 per cent of all respondents began their careers as provincially-employed superintendents or inspectors. More than three-fourths of the entire superintendency force (75.6 per cent) were appointed within the fifteen year period, 1946-1960, that is, since the end of World War II. Comparatively few superintendents appointed before 1936 (4.3 per cent) were still in active service, although a further 20.1 per cent of respondents had commenced service with their provincial departments during the period 1936-1945.

X. SUMMARY OF CHAPTER XXIV

The purpose of this chapter was to investigate the characteristics of 464 provincially-employed superintendents and inspectors from the nine English speaking provinces of Canada who had served during the school year, 1960-61. Data gathered from these respondents revealed the following:

Almost three-fourths of the superintendents were natives of the province in which they held their present superintendency position.

The Canadian superintendent, in the main, had a rural or small town background. A total of 26.9 per cent of the superintendents spent the first fifteen years of their lives in communities of less than 300 people. A total of 48.0 per cent of the superintendency staff was raised in communities of less than 1,000, and 71.7 per cent of the entire force were raised in communities of less than 5,000. Only 13.1 per cent were raised in cities and towns of over 50,000 in population. It was in the provinces of Ontario and British Columbia that superintendents in any great numbers had been raised in cities and towns of more than 10,000.

A total of 25.0 per cent of all superintendents attended high school in communities of less than 1,000, while 56.5 per cent had been in communities of less than 5,000 for their high school education. While 35.8 per cent attended high school in districts of more than 10,000, only 10.6 per cent were in cities in which the population was more than 100,000.

It appeared that departments of education tended to appoint as superintendents and inspectors, married men. The vast majority of respondents were married, and only 4.3 per cent of the entire superintendency force were found to be single. No superintendent was divorced or separated.

The median number of children in superintendents' families was found to be 2.2. While 20.3 per cent of the superintendents had more than three children, 12.1 per cent had no children.

The age of superintendents ranged from twenty-eight to sixty-six years. Only 2.2 per cent of the superintendency force were thirty years of age or below. A further 5.8 per cent were between the ages of 31 and 35 years, but, as in the case of the previous age bracket, these individuals were found only in the provinces of Alberta, Ontario and Newfoundland. The median age for superintendents across Canada was 50.8 years, although provincial medians ranged from 34.9 years in Newfoundland, to 51.8 years in Prince Edward Island. It appeared that the median age of Canadian provincially-employed superintendents bore a very close resemblance to that of their American colleagues, as reported in the A.A.S.A. 1958 nationwide survey.

The typical superintendent of schools in Canada began his teaching career at a median age of 19.5 years. However, supervising inspectors in Newfoundland and superintendents in Prince Edward Island had assumed their first teaching positions at an earlier age level than superintendents in the remaining provinces.

There did not appear to be any degree of consistency among the various provincial departments of education regarding the age at which first appointments to the superintendency were made. Data revealed that respondents were appointed to their first superintendencies at median ages ranging from 31.1 years in Newfoundland, to 43.1 years in Manitoba. Supervising inspectors in Newfoundland were appointed to their positions at a much earlier age than their colleagues in any other province. The median age at first appointment for all superintendents as a group was found to be 39.1 years.

More than half of the superintendents in service in 1960-61 had been first appointed to the superintendency during the decade, 1951-1960.

CHAPTER XXV

THE ACADEMIC AND PROFESSIONAL PREPARATION OF CANADIAN SCHOOL SUPERINTENDENTS AND INSPECTORS

I. THE HIGHEST UNIVERSITY DEGREES HELD BY SUPERINTENDENTS AT THE TIME OF THEIR FIRST APPOINTMENT

In Chapter VIII of this dissertation entitled, "Academic Preparation as a Criterion in Selection," it was reported that 97.2 per cent of Canadian superintendents held at least one bachelor's degree at the time of their first appointment. While 40.3 per cent held only one bachelor's degree, 38.4 per cent held two bachelor's degrees. Another 17.2 per cent held one master's degree, 0.4 per cent two master's degrees, and 0.9 an earned doctorate degree at the time of their first appointment. For convenience, these data have been presented again and appear in Table CXXXVII.

II. THE NUMBER AND TYPES OF UNIVERSITY DEGREES EARNED BY SUPERINTENDENTS SINCE THEIR FIRST APPOINTMENT

Table CXXXVIII indicates the number of university degrees superintendents had earned since their first appointment. This table shows that 116 superintendents (25.0 per cent) had earned a total of 132 university degrees. While a total of 22.2 per cent had successfully completed one university degree, another 2.2 per cent had completed two university degrees, and a further 0.6 per cent of the

TABLE CXXXVII

HIGHEST UNIVERSITY DEGREES HELD BY SUPERINTENDENTS
AT THE TIME OF THEIR APPOINTMENT

Number and Type	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
No university degree at all					0.5			57.1 47.1 2.8
One bachelor's degree only	44.7	30.2	4.5	56.8	53.4	25.0	21.4	28.6 47.1 40.3
Two bachelor's degrees only	38.3	31.7	88.1	27.3	33.7	8.3	7.1	14.3 5.9 38.4
One master's degree only	14.9	36.5	7.5	15.9	11.4	58.3	64.3	
Two master's degrees only					0.5	8.3		0.4
An earned doctorate degree	2.1	2.1			0.5		7.1	0.9
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE CXXXVIII

NUMBER OF UNIVERSITY DEGREES EARNED BY SUPERINTENDENTS
SINCE THEIR FIRST APPOINTMENT

Number of University Degrees Earned	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
One	6.4	12.7	9.0	29.5	33.2	16.7	21.4 23.5 22.2
Two	2.1	1.6		2.3	2.6		7.1 5.9 2.2
Three		1.6			1.0		
Total	8.5	15.9	9.0	31.8	36.8	16.7	28.6 29.4 25.0
Honorary degrees awarded						8.3	
Total number of respondents	47	63	67	44	193	12	14 7 17 464

superintendents had earned three university degrees since their first appointment to the superintendency.

Table CXXXIX lists the types of university degrees earned since first appointment. A total of 14.7 per cent had earned a bachelor's degree, 12.3 per cent a master's degree, while a further 1.5 per cent had earned doctor's degrees.

III. THE TYPES OF UNDERGRADUATE DEGREES EARNED BY SUPERINTENDENTS

Table CXL indicates the types of undergraduate degrees earned by superintendents across Canada. Clearly, the great majority of superintendents (83.0 per cent) had taken as their first degree, the Bachelor of Arts. This particular pattern was by far the most common in each province also, except Newfoundland, where the B.A. (Ed.), a degree more akin to the Bachelor of Education, appeared to be the first degree earned in most instances. In the two provinces of Alberta and Newfoundland the B.Ed. degree, or its equivalent, appeared to be becoming increasingly popular as the first degree earned. These two provinces alone accounted for the entire distribution of this degree -- 36.5 per cent and 64.7 per cent in Alberta and Newfoundland respectively. The B.Sc., as a first degree, had been earned by only 6.3 per cent of the superintendents. Bachelor's degrees in commerce, and agriculture accounted for the remaining 1.5 per cent of the others earned at this level.

TABLE CXXXIX

TYPES OF UNIVERSITY DEGREES EARNED BY SUPERINTENDENTS
AND INSPECTORS SINCE THEIR FIRST APPOINTMENT

Type of Degree Earned	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
Bachelor's degree	6.4	7.9	4.5	27.3	20.2	8.3	7.1	23.5 14.7
Master's degree	4.3	9.5	4.5	6.8	19.2	8.3	21.4	11.8 12.3
Doctor's degree		3.2			2.1		7.1	1.5
Total number of degrees earned since appointment	5	13	6	15	80	2	5	0 6 132
Total number of superintendents earning degrees since appointment	8.5	15.9	9.0	31.8	36.8	16.7	28.6	0.0 29.4 25.0
Honorary doctor's degree awarded						8.3		0.2
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE CXL

TYPES OF UNDERGRADUATE DEGREES EARNED
BY SUPERINTENDENTS

Type of Degree	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
B.A.	95.7	41.3	89.6	86.4	96.9	100.0	92.9	28.6 11.8 83.0
B.Ed.		36.5						* 64.7 7.3
B.Sc.	2.1	20.6	10.4	13.6			7.1 14.3	6.3
Other bachelor's degrees	2.1	1.6			2.6			1.5
No degree held					0.5		57.1 23.5	1.9
Total number of respondents	47	63	67	44	193	12	14	7 17 464

* This number includes certain Newfoundland respondents with B.A. (Ed.) or B.Sc. (Ed.) degrees.

IV. MAJOR FIELDS OF STUDY AT THE UNDERGRADUATE LEVEL

An investigation into the undergraduate major fields of study of Canadian superintendents revealed that English and/or history predominated, with 34.1 per cent of the respondents having made this choice. In second place was mathematics and/or science selected by 28.0 per cent, and these data appear in Table CXLI. Another 19.8 per cent of the superintendents indicated that their undergraduate degree was termed a general arts degree with no specific major involved, and it appeared that almost all of these were held by respondents from Ontario. Comparatively few superintendents had chosen foreign languages or the social sciences (sociology, psychology, economics and political science) as majors at the undergraduate level.

As a means of comparison, it might be noted that the superintendents who responded to the 1958 survey of the American Association of School Administrators¹ indicated the field of behavioural sciences as the most popular undergraduate major, with education and physical and biological sciences running second and third respectively.

An examination of the choices made by Canadian superintendents indicated that there was considerable diversity in the choice of undergraduate majors -- a diversity that may have been caused, in considerable part, by the nature of the programme offered as well as the anticipated

¹American Association of School Administrators, Profile of the School Superintendent, op. cit., p. 20.

TABLE CXLI

MAJOR FIELDS OF STUDY AT THE UNDERGRADUATE LEVEL

Major Field of Study	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
English and/or History	49.0	35.0	29.9	50.0	30.1	41.7	28.6	23.5 34.1
Mathematics and/or Sciences	36.2	50.8	56.7	27.2	11.9	25.0	28.6	14.3 28.0
General Arts - no major	2.1	3.2		6.8	42.0	8.3	7.1	28.6 19.8
Languages	2.1	3.2	6.0	6.8	6.2	8.3	7.1	5.2
Education	2.1	3.2			3.6	8.3	7.1	53.0 4.7
Social Sciences	6.4		6.0	9.1	3.1	8.3	7.1	4.1
Other Fields	2.1	4.8	1.5		2.6			2.2
No degrees held					0.5			57.1 23.5 1.9
Total number of respondents	47	63	67	44	193	12	14	7 17 464

value of the subject matter fields. It was found upon closer examination that many of the superintendents, and particularly those in British Columbia, Manitoba and Ontario, had taken all of their undergraduate university preparation in the evenings, during summer sessions or extramurally while still engaged in daily teaching. Such being the case, many of the science courses which, of necessity, require many periods of laboratory experiment and study, and are offered only during the day for full-time students, were unavailable to these men. To some extent, perhaps, this may have accounted for the greater preponderance of majors in the English and/or history areas.

V. THE EXTENT TO WHICH UNDERGRADUATE DEGREES HAD BEEN EARNED
IN UNIVERSITIES LOCATED WITHIN THE SAME PROVINCE
AS THE PRESENT SUPERINTENDENCY

Table CXLII shows that 83.7 per cent of Canadian superintendents had received their undergraduate education at institutions within the province where they were now practising as superintendents. While another 8.8 per cent had taken their undergraduate work at universities located in other provinces of Canada, 1.5 per cent had taken theirs at institutions in the U.S.A., and a further 0.4 per cent had undertaken such study in other countries outside of North America.

VI. THE EXTENT TO WHICH SUPERINTENDENTS HAD UNDERTAKEN
POST-GRADUATE STUDY OF ANY KIND

It is in the graduate schools of education that one receives

TABLE CXLII

THE EXTENT TO WHICH UNDERGRADUATE DEGREES HAD BEEN EARNED IN UNIVERSITIES
LOCATED WITHIN THE SAME PROVINCE AS PRESENT SUPERINTENDENCY POSITION

Location of University	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Degree earned within universities located in province of present position	85.1	82.6	82.1	86.4	97.4	100.0	64.3	14.3	58.8	87.3
Degree earned from universities in another province	12.8	14.4	18.0	11.4	2.1		21.4	28.6		8.8
Degree earned from universities in the U.S.A.	2.1	1.6					14.3	18.8		1.5
Degree earned from universities of another country		1.6		2.3						0.4
No degree held					0.5			57.1	23.5	1.9
Total number of respondents	47	63	67	44	193	12	14	7	17	464

the preparation designed specifically for administration of the public schools. Since there has been so much ferment in the past decade, particularly, concerning the preparation of school administrators, it was decided to determine the extent to which superintendents and inspectors had undertaken post-graduate study. For the purposes of this investigation, all university work undertaken after receipt of the first bachelor's degree has been regarded as post-graduate study. In Table CXLI, therefore, all superintendents who had begun post-graduate work (whether completed or not) were included in the data.

Table CXLI shows that 87.5 per cent of Canadian superintendents and inspectors had undertaken post-graduate study of some kind. In the three provinces of Alberta, Saskatchewan, and Nova Scotia, all superintendents reported having undertaken some post-graduate work, while in Manitoba, Ontario, New Brunswick and British Columbia the percentages in this category were 93.2, 87.0, 83.3, and 80.9 respectively. Comparatively few respondents, however, from Newfoundland (23.5 per cent) and Prince Edward Island (14.3 per cent) had undertaken post-graduate study of any kind.

VII. THE NUMBER AND TYPES OF POST-GRADUATE DEGREES EARNED BY SUPERINTENDENTS

As evidenced in Table CXLII, 76.3 per cent of the superintendents had completed post-graduate degrees, and some reported having earned two or more such degrees.

The majority of these post-graduate degrees (56.3 per cent) were

TABLE CXLIII

THE EXTENT TO WHICH SUPERINTENDENTS HAD UNDERTAKEN POST-GRADUATE STUDY
OF ANY KIND*

	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
Superintendents who had undertaken post-graduate study	80.9	100.0	100.0	93.2	87.0	83.3	100.0 14.3 23.5 87.5
Superintendents who had not undertaken any post-graduate study	19.1			6.8	13.0	16.7	85.7 76.5 12.5
Total number of respondents	47	63	67	44	193	12	14 7 17 464

* This included post-graduate study for both completed and incompleted university degrees.

THE NUMBER AND TYPES OF POST-GRADUATE DEGREES EARNED BY SUPERINTENDENTS

Type of Degree	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
B.Ed. or B.Paed.	44.7	47.6	100.0	68.2	56.0	25.0	7.1	14.3 56.3
Other bachelor degrees	2.1			3.6			14.3	5.9 2.4
M.Ed.	4.3	28.6	6.0	18.2	22.8	8.3	7.1	16.8
M.A.	17.0	17.5	7.5	4.7	8.9	58.3	78.6	11.8 13.6
Ph.D., D.Ed., or D.Paed.	2.1	4.8			2.1		14.3	2.2
Total number of degrees earned	33	62	76	38	180	11	17	1 3 421
Number of superintendents who had earned post-graduate degrees*	29	51	76	32	148	10	13	1 3 354
Percentage of superintendents who had earned post-graduate degrees*	61.7	81.0	100.0	72.7	76.7	83.3	92.9	14.3 17.6 76.3
Number of superintendents holding no post-graduate degree	18	12	0	12	45	2	1	6 14 110
Percentage of superintendents holding no post-graduate degree	38.3	19.0	0.0	27.3	23.3	16.7	7.1	85.7 82.4 23.7
Total number of respondents	47	63	67	44	193	12	14	7 17 464

* Several superintendents have earned two or more post-graduate degrees.

either the B.Ed. or B.Paed., while other bachelor's degrees accounted for a further 2.4 per cent. It was interesting to note that every superintendent from Saskatchewan held at least one post-graduate degree, although each of these was at the bachelor's level. It appeared that every respondent from this province held the B.Ed. degree as well as his first undergraduate degree.

While 30.4 per cent of the participants had earned post-graduate degrees at the master's level, 16.8 per cent had earned the M.Ed., and another 13.6 per cent, the M.A. degree. A total of 85.7 per cent of the Nova Scotia inspectors, 66.7 per cent of the New Brunswick superintendents, and 46.1 per cent of Alberta superintendents had earned master's degrees. In Ontario and Manitoba, the percentages with master's degrees were 31.7 and 22.9 respectively, while in Saskatchewan and Newfoundland, these percentages were 13.5 and 11.8. No superintendent on the staff in Prince Edward Island held a master's degree. Of the 464 respondents, only ten (2.2 per cent) had earned a doctorate degree. A total of 110 superintendents (23.7 per cent) held no post-graduate degree of any kind, and the percentages in this category were very high in Prince Edward Island (85.7) and Newfoundland (82.4), and quite high in British Columbia (38.3).

VIII. THE EXTENT TO WHICH POST-GRADUATE EDUCATION HAD BEEN UNDERTAKEN IN UNIVERSITIES LOCATED WITHIN THE SAME PROVINCE AS THE PRESENT SUPERINTENDENCY

Again, as was the case with university undergraduate preparation,

the great majority of superintendents had received their post-graduate university education from institutions within the same province where they were now superintending. Table CXLV shows that 27.1 per cent had taken post-graduate studies at institutions other than those found in the province of their superintendency. Another 13.8 per cent indicated that they had done post-graduate work in other provinces, while another 13.1 per cent had attended graduate institutions in the United States. Only one superintendent had pursued post-graduate studies outside of the North American continent.

IX. THE NUMBER OF DIFFERENT UNIVERSITIES ATTENDED BY SUPERINTENDENTS

Table CXLVI presents interesting data regarding the number of different universities attended by superintendents. While 46.3 per cent of the superintendents reported having attended only one university, another 47.6 per cent indicated that they had attended two universities. Comparatively few (5.2 per cent) had attended as many as three different universities, and only four superintendents (0.9 per cent) reported having attended four or more different universities. When one considers also that the great majority of superintendents reported having attended only those universities in their own provinces, one is perhaps forced to conclude that the provincially-employed superintendent of schools may well be somewhat provincial in his outlook.

TABLE CXLV

THE EXTENT TO WHICH POST-GRADUATE EDUCATION* HAD BEEN UNDERTAKEN IN
UNIVERSITIES LOCATED IN THE SAME PROVINCE AS PRESENT SUPERINTENDENCY

Location of University Where Post- Graduate Education Had Been Undertaken	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
From universities located in province of present position	53.2	88.9	74.6	90.9	83.4	41.7	50.0 5.9 74.4
From universities located in another province	23.4	15.9	38.8	5.2	8.3	35.7	14.3 13.8
From universities located in the U.S.A.	17.0	34.9	7.5	4.5	4.1	33.3	64.3 17.6 13.1
From universities located in other countries		1.6					0.2
Total who have not undertaken post-graduate study	19.1		6.8	13.0	16.7	85.7	76.5 12.5
Total who have undertaken post-graduate study	80.9	100.0	100.0	93.2	87.0	83.3	100.0 14.3 23.5 87.5
Total number of respondents	47	63	67	44	193	12	14 7 17 464

* This includes both completed and incomplete degrees. Some superintendents and inspectors have attended several universities for their post-graduate work, and in several cases have more than one post-graduate degree.

TABLE CXLVI

THE NUMBER OF DIFFERENT UNIVERSITIES ATTENDED BY SUPERINTENDENTS

Number of Universities Attended	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
One university only	72.3	54.0	61.2	81.8	21.8	50.0	14.3 100.0 76.5 46.3
Two universities	23.4	39.7	31.3	18.2	71.6	50.0	57.1 23.5 47.6
Three universities	4.3	4.8	6.0		6.2		21.4 5.2
Four or more universities		1.6	1.5		0.5		7.1 0.9
Total number of respondents	47	63	67	44	193	12	14 7 17 464

X. THE NUMBER OF UNIVERSITY DEGREES HELD BY
SUPERINTENDENTS IN THE 1960-61 SCHOOL YEAR

The data presented in Table CXLVII show that nine respondents (1.9 per cent) held no university degree at all. For the most part, these particular superintendents had been appointed many years ago -- in fact, more than half of this group had had 35 or more years' experience in the superintendency position. A further 22.0 per cent held only one bachelor's degree, while 61.0 per cent held two university degrees. Another 13.6 per cent held as many as three university degrees, while 7 respondents (1.5 per cent) had earned four university degrees. One school superintendent had been awarded an honorary doctorate degree.

XI. THE HIGHEST UNIVERSITY DEGREES HELD BY
SUPERINTENDENTS IN THE 1960-61 SCHOOL YEAR

Data of a slightly different nature are provided in Table CXLVIII, and here the highest university degrees earned by superintendents are indicated.

A total of 1.9 per cent of the respondents held no university degree at all, and another 22.0 per cent held only one degree. Two bachelor's degrees were held by 45.9 per cent of the superintendents, and 26.9 per cent held one master's degree. A further 0.9 per cent held two master's degrees, and 2.4 per cent of Canadian provincially-employed superintendents held earned doctorate degrees. Respondents

TABLE CXLVII

TOTAL NUMBER OF UNIVERSITY DEGREES HELD BY SUPERINTENDENTS
IN THE 1960-61 YEAR

Number of Degrees Held	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
None					0.5		57.1 23.5 1.9
One	38.3	19.0		27.3	23.3	16.7	7.1 28.6 58.8 22.0
Two	53.2	63.5	86.6	54.5	60.1	58.3	64.3 14.3 17.6 61.0
Three	6.4	15.9	13.4	18.2	14.0	25.0	21.4 13.6
Four or more	2.1	1.6			2.1	7.1	1.5
Honorary degree						8.3	0.2
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE CXLVIII

THE HIGHEST UNIVERSITY DEGREES HELD BY SUPERINTENDENTS
IN THE 1960-61 YEAR

Type of University Degree Held	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
No university degree					0.5			57.1 23.5 1.9
One bachelor's degree	38.3	19.0		27.3	23.3	16.7	7.1	28.6 58.8 22.0
Two bachelor's degrees	40.4	34.9	88.1	50.0	44.6	16.7	7.1	14.3 5.9 45.9
One master's degree	19.1	39.7	11.9	22.7	28.0	58.3	71.4	11.8 26.9
Two master's degrees		1.6			1.0	8.3		
Doctorate degree (earned)	2.1	4.8			2.6		14.3	
Total number of respondents	47	63	67	44	193	12	14	7 17 464

who held at least one master's degree or better totalled 140 from among the 464 participants (30.2 per cent).

XII. THE EXTENT TO WHICH SUPERINTENDENTS WERE ACTIVELY STUDYING FOR FURTHER UNIVERSITY DEGREES

Because data in Tables CXLIV and CXLVIII did not include those superintendents with partially completed degrees, a further table was prepared. Table CXLIX shows that 26.1 per cent of the respondents were actively engaged in studying for further university degrees, although for some of the respondents in the provinces of Prince Edward Island and Newfoundland this represented the first university degree that was being attempted.

While 3.0 per cent of the respondents were currently engaged in studying for a bachelor's degree, a further 18.1 per cent were working towards a master's degree. However, it appeared that only 5.0 per cent were actively pursuing studies towards a doctorate degree (see Table CL).

XIII. THESES AND DISSERTATIONS UNDERTAKEN BY SUPERINTENDENTS

According to Table CLI, 13.0 per cent of Canadian provincially-employed inspectors and superintendents of schools had completed a thesis or dissertation. A further 3.9 per cent, however, were actively pursuing such an investigation.

Table CLII shows that 2.4 per cent of the respondents had completed theses for the bachelor's degree, while a greater number

TABLE CXLIX

THE EXTENT TO WHICH SUPERINTENDENTS WERE ACTIVELY STUDYING FOR FURTHER
UNIVERSITY DEGREES

	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
Superintendents actively studying for a further degree	25.6	44.4	19.4	36.4	20.7	8.3	28.6 28.6* 29.4* 26.1
Superintendents not actively studying for a further degree	74.4	55.6	80.6	63.6	79.3	91.7	71.4 71.4 70.6 73.9
Total number of respondents	47	63	67	44	193	12	14 7 17 464

* For some of the respondents from Prince Edward Island and Newfoundland, this represents the first university degree being attempted.

TYPES OF DEGREES FOR WHICH SUPERINTENDENTS WERE ACTIVELY STUDYING

Type of Degree	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Bachelor's degree	2.1			15.9	0.5	7.1	28.6	11.8	*	3.0
Master's degree	23.4	33.3	14.9	18.2	16.1	7.1		11.8		18.1
Doctorate degree		11.1	4.5	2.3	4.1	8.3	14.3	5.9		5.0
Total actively studying for a further degree	25.6	44.4	19.4	36.4	20.7	8.3	28.6	28.6	29.4	26.1
Total number of respondents	47	63	67	44	193	12	14	7	17	464

* Indicates the first university degree being studied for

TABLE CLI

THESES AND DISSERTATIONS UNDERTAKEN
BY SUPERINTENDENTS

	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
Superintendents who had completed a thesis or dissertation	17.1	28.6	9.0	13.6	6.7	16.7	35.7	14.3 5.9 13.0
Superintendents who were actively pursuing the writing of a thesis or dissertation	2.1	15.9		2.3	2.1	8.3	7.1	3.9
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE CLII

DEGREES FOR WHICH THESES AND DISSERTATIONS
HAD BEEN COMPLETED

Degree	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
Bachelor's degree		1.6	1.5	4.5	1.0	8.3	14.3	14.3 5.9 2.4
Master's degree	17.1	27.0	7.5	9.1	3.1	16.7	28.6	5.9 10.1
Doctorate degree	2.1	4.8			2.6		14.3	2.4
Number of theses or dissertations completed*	10	21	6	6	13	3	8	1 2 70
Superintendents who were completing theses or dissertations	17.0	28.6	9.0	13.6	6.7	16.7	35.7	14.3 5.9 13.0

* Some superintendents had completed two or more theses or dissertations.

(10.1 per cent) had written theses at the master's level. From among the 464 provincially-employed superintendents and inspectors of schools participating in this study, very few, comparatively (2.4 per cent), had completed the major undertaking of a doctoral dissertation.

XIV. SUPERINTENDENTS' EVALUATIONS OF THEIR PROGRAMMES OF GRADUATE STUDIES

How did superintendents and inspectors evaluate their programmes of graduate studies as preparation for their positions? Respondents were asked to rate the quality of their graduate preparation on a scale which ranged from "excellent," to "poor." Point values were later allotted to each evaluation as follows:

excellent	=	5 points
very good	=	4 points
good	=	3 points
fair	=	2 points
poor	=	1 point

It must be pointed out that in this particular question, unfortunately, certain participants did not provide the information requested. It would appear that these respondents did not consider the work undertaken for their second bachelor's degree as amounting to graduate studies. As a result, an evaluation of their graduate studies from 51 of the superintendents (11.0 per cent) was not received, and this must be considered when interpreting any data presented. It is necessary to note also that slightly more than half of these particular superintendents (51.0 per cent) were from Saskatchewan, where already

it has been found the B.A., B.Ed., degree qualifications appeared to be very common. In view of the fact that 38.8 per cent of the Saskatchewan staff did not provide an evaluation of their graduate programmes, the data from this particular province must be interpreted with considerable caution indeed (see Table CLIII).

Table CLIV shows the superintendents' evaluations of their graduate work. Of the 352 superintendents responding to the question, only 9 (2.6 per cent) rated their preparation as "poor," while a further 65 (18.5 per cent) rated theirs as "fair." A total of 142 superintendents (40.3 per cent) considered their programmes of graduate studies, "good," as a preparation for their position, and a further 94 (26.7 per cent) considered it to be "very good." Another 42 respondents (11.9 per cent) rated their graduate study programme as being "excellent" preparation for the position.

The average rating from across Canada, on the basis of assigned point values was found to be 3.3. When comparisons of the evaluations of preparation programmes were made from among the nine provinces it was found that these ranged on the five-point scale from a low of 2.8 in Saskatchewan, to a high of 3.8 in Newfoundland.

XV. THE EXTENT TO WHICH SUPERINTENDENTS CONSIDERED THEIR PRESENT LEVEL OF PROFESSIONAL PREPARATION ADEQUATE FOR THEIR POSITION

In answer to the question, "Do you consider your present level of professional preparation adequate for your present position?", slightly more than half of the respondents (52.6 per cent), reported

TABLE CLIII

THE EXTENT OF SUPERINTENDENTS' RESPONSES TO THE QUESTION, "HOW WOULD YOU EVALUATE YOUR PROGRAMME OF GRADUATE STUDIES AS PREPARATION FOR THE SUPERINTENDENCY?"

Extent of Response	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
An evaluation of graduate studies given	70.3	95.2	61.2	79.5	80.9	75.0	100.0	23.5 75.9
No evaluation of graduate studies given	8.5	4.8	38.8	4.5	6.7	8.3		14.3 5.9 11.0
Question not answered	2.1			9.1				1.1
Total who had undertaken graduate studies	80.9	100.0	100.0	93.2	87.6	83.3	100.0	14.3 29.4 87.9
Total who had not undertaken graduate studies	19.1			6.8	12.4	16.7		85.7 70.6 12.1
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE CLIV

SUPERINTENDENTS' EVALUATION OF THEIR PROGRAMMES OF
GRADUATE STUDIES

Superintendents' Evaluation	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Excellent	9.1	13.3	9.8	2.9	11.5	33.3	35.7 11.9
Very good	27.3	38.3	9.8	25.7	26.9	11.1	21.4 75.0 26.7
Good	27.3	35.0	39.0	42.9	48.1	22.2	21.4 25.0 40.3
Fair	36.4	8.3	31.7	28.6	12.2	33.3	21.4 18.5
Poor		5.0	9.8		1.3		2.6
Total number giving an evaluation	33	60	41	35	156	9	14 4 352
Mean point value of rating	3.1	3.5	2.8	3.0	3.4	3.4	3.7 3.8 3.3

that they thought themselves adequately prepared for their present posts. Table CLV shows that the responses vary to a considerable extent, depending upon the province concerned.

XVI. THE REASONS WHY SUPERINTENDENTS HAD NOT UNDERTAKEN FURTHER STUDY

When those 47.4 per cent of the superintendents who considered they were not adequately prepared for their positions were questioned further, they checked a variety of reasons for not having undertaken further study. Table CLVI presents these data.

The most frequently stated of these reasons was, "it's a problem of not getting time off," and 10.1 per cent of the respondents mentioned this. From British Columbia and Manitoba, in particular, the percentages of respondents who stated this reason were 38.3 and 31.8 respectively. It will be remembered that in these two provinces superintendents and inspectors tended to be strongly critical of their provinces' provisions for educational leave of superintendents and inspectors.

"Feel I'm getting too old now," was the next most frequently given response from 7.3 per cent, and "financially it's too difficult for me to contemplate," was next, from 6.0 per cent of the respondents. "The need is being taken care of by in-service training," was the reason stated by 1.1 per cent, and one superintendent indicated, "the effort is hardly worth it for me." Other miscellaneous reasons accounted for a further 1.3 per cent of the replies, and four inspectors (0.9 per

TABLE CLV

THE EXTENT TO WHICH SUPERINTENDENTS CONSIDERED THEIR PRESENT LEVEL
OF PROFESSIONAL PREPARATION ADEQUATE FOR THEIR POSITION

Superintendents' Opinions	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Superintendents considering their professional preparation adequate	34.0	36.5	37.3	40.9	73.1	58.3	64.3 14.3 23.5 52.6
Superintendents considering their professional preparation inadequate	66.0	63.5	62.7	59.1	26.9	41.7	35.7 85.7 76.5 47.4
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE CLVI

SUPERINTENDENTS' REASONS FOR NOT HAVING
UNDERTAKEN FURTHER STUDY

Reason	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Problem of not getting time off	38.3	1.6	6.0	31.8	3.1	16.7		14.3	5.9	10.1
Feel I'm getting too old now	4.2	14.3	14.9	4.5	4.1		7.1	14.3	5.9	7.3
Financially, it's too difficult to contemplate	4.2	3.2	6.0		4.7	16.7	21.4	14.3	29.4	6.0
The need is being taken care of by in-service training	6.4				1.0					1.1
The effort is hardly worth it for me		1.6								0.2
Other miscellaneous reasons			4.5		1.0	8.3				1.3
I plan to take further study in the future	12.8	42.9	31.3	15.9	13.0		7.1	28.6	35.3	20.5
Number not answering question				6.8				14.3		0.9
Total percentage of superintendents who considered their professional preparation inadequate	66.0	63.5	62.7	59.1	26.9	41.7	35.7	85.7	76.5	47.4

cent) failed to answer this question.

On a more encouraging note, some 20.5 per cent of the respondents in answer to this question stated, "I plan to take further study in the future."

XVII. WHAT SUPERINTENDENTS CONSIDERED TO BE THE MOST IMPORTANT
FIELDS OF STUDY IN RELATION TO THEIR WORK

What fields of study did superintendents believe to be most important in relation to their work? In order to gather their opinions, the Questionnaire listed twenty possible fields of study, including such standard terms as supervision, public relations, school finance and group dynamics. Perhaps a measure of caution should be adopted when considering the responses to this particular question. It must be recognized that many superintendents may have interpreted these fields of study in various different ways. One, therefore, cannot be too certain as to what actual content superintendents did consider to be most important.

In this particular question, each superintendent was asked to indicate what he considered to be the relative importance of each field of study in relation to his work, and to indicate its importance by circling the number that most appropriately described its significance as follows:

- 0 - unimportant
- 1 -- of some small importance
- 2 - important
- 3 - essential

By assigning the above weighted values according to the degree of importance held for each field of study, it was possible to calculate both a rank order and a weighted value for each field of study.

Tables CLVII and CLVIII show both the rank order and the weighted value for each of the twenty fields of study as determined by superintendents. The range of weighted values was from a high of 2.91, to a low of 1.03. While no one field of study was ranked identically by superintendents from all nine provinces, there was a measure of consistency in the rank order of those fields of study considered most important and those considered as being of least importance. The way in which the superintendents ranked the fields of study was extremely interesting, and should be of value to those responsible for the preparation and training of school superintendents.

As well as the information presented in Tables CLVII and CLVIII, other tables were prepared which provide further data of a detailed nature gathered from the responses to this question. These additional tables appear in Appendix M, and are numbered M-I through to M-XX.

Superintendents' opinions as to the most important fields of study in relation to their work were reported as follows:

Supervision Rank order - 1; weighted value - 2.91.

When comparing the rank order and weighted values of the major

TABLE CLVII

SUPERINTENDENTS' OPINIONS AS TO THE IMPORTANCE OF SELECTED FIELDS
OF STUDY RANKED ACCORDING TO THE DEGREE OF IMPORTANCE

Fields of Study	Rank Order by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Supervision	1	1	1	2	1	1	1.5	2.5	1	1
Teaching methods	2	2	1	1	2	5.5	5	1	3	2
Curriculum	8	3	4	3	3	2	3	4	5	3
Philosophy of education	4	6	5	6	4	3.5	5	7	2	4
Public relations	5	4.5	3	4	6	7	1.5	2.5	8	5
Psychology	10	8	6	5	5	8	5	7	9	6
Administrative theory and practice	3	7	9	11.5	11	9.5	8	11.5	4	7
Human relations	7	9	7	9.5	7	12	12	9	10	8
School finance	9	10	12	11.5	8	5.5	7	7	14	9
Personnel administration	6	4.5	10	9.5	12	9.5	14.5	11.5	7	10
Research	14	12	8	8	10	12	10	14.5	11	11
School business management	11	11	13	13	9	3.5	12	14.5	17	12

TABLE CLVII (continued)

Fields of Study	Rank Order by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Guidance and counselling	13	17	11	7	14	12	16	5	6	13
History of education	15	16	17	14	13	14	9	16.5	14	14
School plant planning	12	13	15	16	15	15.5	14.5	11.5	12	15
Sociology	17	14	16	15	17	17	12	18.5	16	16
Group dynamics	18	15	14	17	16	18	17	16.5	14	17
Adult education	16	19	19	18	18	19	18	11.5	18	18
Economics	19	18	18	19	19	15.5	19	18.5	19	19
Political science	20	20	20	20	20	20	20	20	20	20
Total number reporting	46	63	67	43	189	12	14	7	17	458

TABLE CLVIII

SUPERINTENDENTS' OPINIONS AS TO THE IMPORTANCE OF SELECTED FIELDS
OF STUDY WEIGHTED ACCORDING TO THE DEGREE OF IMPORTANCE

Fields of Study	Weighted Value by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Supervision	2.98	2.89	2.94	2.81	2.92	3.00	2.86	2.86	2.94	2.91
Teaching methods	2.91	2.90	2.91	2.91	2.91	2.87	2.67	2.71	3.00	2.86
Curriculum	2.52	2.65	2.59	2.65	2.69	2.92	2.79	2.71	2.53	2.65
Philosophy of education	2.64	2.46	2.54	2.37	2.67	2.75	2.71	2.29	2.76	2.59
Public relations	2.63	2.51	2.66	2.60	2.58	2.50	2.86	2.86	2.47	2.55
Psychology	2.39	2.39	2.53	2.53	2.63	2.45	2.71	2.29	2.29	2.51
Administrative theory and practice	2.74	2.44	2.42	1.95	2.10	2.42	2.27	2.14	2.59	2.27
Human relations	2.54	2.31	2.50	2.12	2.37	2.25	2.00	2.17	2.18	2.26
School finance	2.43	2.29	2.10	1.95	2.28	2.67	2.43	2.29	1.94	2.24
Personnel administration	2.57	2.51	2.31	2.12	2.06	2.42	1.93	2.14	2.50	2.23
Research	2.24	2.19	2.46	2.24	2.16	2.25	2.14	2.00	2.06	2.22
School business management	2.30	2.26	2.07	1.85	2.19	2.75	2.00	2.00	1.71	2.15
Guidance and counselling	2.26	1.79	2.16	2.35	2.03	2.25	1.92	2.33	2.56	2.10
History of education	1.95	1.87	1.64	1.74	2.04	2.17	2.21	1.57	1.94	1.92
School plant planning	2.28	2.13	1.93	1.60	1.71	2.00	1.93	2.14	2.00	1.88
Sociology	1.67	2.06	1.84	1.67	1.61	1.80	2.00	1.43	1.76	1.73
Group dynamics	1.58	2.03	1.94	1.49	1.63	1.58	1.79	1.57	1.94	1.72
Adult education	1.91	1.23	1.44	1.33	1.34	1.33	1.57	2.14	1.35	1.41
Economics	1.44	1.52	1.56	1.14	1.33	2.00	1.43	1.43	1.24	1.40
Political science	1.09	1.28	1.14	.88	.94	.92	1.36	.86	.82	1.03

fields of study, "Supervision" was ranked first in seven of the nine provinces and received an average weighted value of 2.91, although this ranged provincially from 2.81 in Manitoba, to 3.00 in New Brunswick. In the province of Manitoba and Prince Edward Island, "Supervision" ranked second in degree of importance. Table M-I (Appendix M) shows that 91.2 per cent of Canadian superintendents considered "Supervision" to be an essential field of study in their work, and in all nine provinces, there was a high degree of consistency in the importance accorded this field of study. One hundred per cent of the New Brunswick staff regarded "Supervision" as essential. A further 7.3 per cent of the respondents regarded it as being important, while three inspectors (0.6 per cent) regarded it as being of some importance only.

Teaching methods Rank order - 2; weighted value - 2.86.

"Teaching methods" ranked second in degree of importance and enjoyed an average weighted value of 2.86, although this ranged from 2.67 in New Brunswick, to 3.00 in Prince Edward Island. In Manitoba and Prince Edward Island, "Teaching methods" ranked first in importance, although in New Brunswick and Nova Scotia, it enjoyed fifth place only. Data provided in Table M-II indicate that 87.6 per cent of the superintendents regarded "Teaching methods" as an essential field of study in relation to their work, and again there tended to be a high degree of consistency in the importance accorded to this field of study. One hundred per cent of the Prince Edward Island men regarded "Teaching methods" as essential. While 9.3 per cent of the respondents considered

"Teaching methods" to be important, a further 0.9 per cent considered it as of some importance only. Four inspectors from Ontario, however, considered this field of study to be unimportant.

Curriculum Rank order - 3; weighted value - 2.65.

"Curriculum," accorded third place in most of the provinces, was ranked in fifth place in Newfoundland, and only in eighth place in British Columbia. While it enjoyed an average weighted value of 2.65, this ranged from 2.52 in British Columbia, to 2.92 in New Brunswick. Table M-III indicates that 66.2 per cent considered "Curriculum" as an essential field of study, and a further 28.8 per cent regarded it as important. However, 2.6 per cent considered it to be of some importance only.

Philosophy of Education Rank order - 4; weighted value - 2.59.

"Philosophy of Education" was ranked next in its degree of importance, although in Newfoundland this field of study was placed second by supervising inspectors, and in Prince Edward Island it ranked seventh. While the average weighted value accorded this field of study across Canada was 2.59, this varied from 2.37 in Manitoba, to 2.76 in Newfoundland. Table M-IV reveals that two-thirds of the respondents (66.4 per cent) regarded "Philosophy of Education" as an essential field of study for the superintendency, while a further 24.1 per cent regarded it as important. A further 7.8 per cent considered it to be only "of some importance."

Public Relations Rank order - 5; weighted value - 2.55.

Ranked in fifth place was the study of "Public Relations" which enjoyed an average weighted value of 2.55. Inspectors in Nova Scotia ranked this field of study first and accorded it a weighted value of 2.86. According to data in Table M-V, 62.5 per cent regarded "Public Relations" as an essential field of study, and a further 29.9 per cent regarded it as important. However, 5.6 per cent considered it only "of some importance."

Psychology Rank order - 6; weighted value - 2.51.

Ranked sixth in importance as a field of study was "Psychology" with an average weighted value of 2.51. While in the three provinces of Manitoba, Ontario, and Nova Scotia this field of study was ranked in fifth position, in two others (Alberta and New Brunswick) it ranked eighth, in Newfoundland ninth, and in British Columbia it was ranked in tenth place. The weighted value for this area of study ranged from 2.29 to 2.71. Table M-VI reveals that 57.5 per cent considered "Psychology" to be an essential field of study, while a further 34.3 per cent considered it to be important. While 6.3 per cent considered it to be of some importance, two superintendents (0.4 per cent) considered it to be unimportant.

Administrative Theory and Practice Rank order - 7;
weighted value - 2.27.

"Administrative Theory and Practice," although enjoying an average ranking of seventh place, represented a field of study in which a great variation in ranking occurred. British Columbia superintendents

ranked this field of study in third place, while inspectors in Manitoba, Ontario and Prince Edward Island placed it in eleventh position. Again, while the average weighted value for this field of study was 2.27, individual provincial weightings ranged from a high of 2.74 in British Columbia, to a low of 1.95 in Manitoba.

Marked differences as to the importance of this field of study are clearly revealed in Table M-VII. For 43.5 per cent of Canadian superintendents, this was considered to be an essential field of study. However, variations from among the provinces indicated that while 72.3 per cent of the British Columbia superintendents regarded "Administrative Theory and Practice" as being essential, 22.8 and 31.6 per cent of the Manitoba and Ontario inspectors respectively, were of this opinion. While a further 37.9 per cent of the total respondents considered this area of study important, another 15.2 per cent regarded it as being only "of some importance." However, 11.0 per cent considered it to be "unimportant."

Human Relations Rank order - 8; weighted value - 2.26.

Although the study of "Human Relations" across the country was ranked in eighth place, the range of rank order placement for this field of study varied from a high of seven in three provinces (British Columbia, Saskatchewan and Ontario), to a low of 12 in both New Brunswick and Nova Scotia. The weighted value accorded this field of study ranged from a low of 2.00 in Nova Scotia, to a high of 2.54 in British Columbia. The data provided in Table M-VIII show that 42.2 per

cent of the respondents considered "Human Relations" as an essential field of study, while another 40.3 per cent regarded it as important. A further 13.6 per cent viewed it as only of some importance, while 1.5 per cent considered it unimportant.

School Finance Rank order - 9; weighted value - 2.24.

Of interest was the degree of importance attributed to this field of study which from across Canada was ranked in ninth position. The rank order for "School Finance" ranged from a high of five in New Brunswick, to a low of 14 in Newfoundland. The overall weighted value assigned to this field of study was 2.24, although this ranged from 1.94 in Newfoundland, to 2.67 in New Brunswick. Table M-IX shows that less than half of the superintendents (40.1 per cent) considered the study of "School Finance" essential, although a further 43.7 per cent regarded it as important. Another 14.2 per cent believed it to be of some importance.

Personnel Administration Rank order - 10; weighted value - 2.23.

Placed tenth in rank order was the study of "Personnel Administration," and again there was considerable variation in the responses of the superintendents from among the various provinces as to the importance of this field of study. Rank order varied from a high of four in Alberta, to a low of fourteen in Nova Scotia. The weighted value accorded "Personnel Administration" also ranged from a high of 2.57 in British Columbia, to a low of 1.93 in Nova Scotia. For 40.5 per cent of the respondents, "Personnel Administration" was an

essential field of study, while a further 41.4 per cent regarded it as important. Although 14.6 per cent considered it to be of some importance, 1.3 per cent regarded it as unimportant (see Table M-X).

The next five fields of study accorded a somewhat lower degree of importance were as follows:

Research

School Business Management

Guidance and Counselling

History of Education

School Plant Planning

Tables M-XI - M-XV which appear in Appendix M provide further detailed information as to the nature of the superintendents' responses concerning these particular fields of study.

Finally, the five fields of study ranked lowest in importance were composed of the following:

Sociology

Group Dynamics

Adult Education

Economics

Political Science

Tables M-XVI - M-XX provide further detailed information indicating the comparatively little importance which superintendents attached to these fields of study.

XVIII. SUMMARY OF CHAPTER XXV

The purpose of this chapter was to survey the academic and professional backgrounds of Canadian school superintendents and inspectors, employed by provincial departments of education.

It appeared that 97.2 per cent of Canadian superintendents held at least one bachelor's degree at the time of the first appointment to the superintendency. While 40.3 per cent held only one bachelor's degree, 38.4 per cent held two bachelor's degrees. A further 17.6 per cent held a master's degree, but only 0.9 per cent had earned a doctorate degree at the time of their appointment. However, 25.0 per cent of the superintendents had earned additional university degrees since their first superintendency appointment. It appeared that 14.7 per cent had earned bachelor's degrees, 12.3 per cent had obtained a master's degree, while a further 1.5 per cent had earned doctorate degrees.

The great majority of superintendents appeared to have taken as their first degree, the Bachelor of Arts. However, it should be noted that in the provinces of Alberta and Newfoundland, the B.Ed. degree was becoming increasingly popular as the first degree earned. The B.Sc. as a first degree had been earned by only 6.3 per cent of the superintendents, while bachelor's degrees in commerce and agriculture accounted for the remainder earned.

Investigation into the major fields of study at the undergraduate level revealed that English and/or history predominated with 34.1 per cent of the respondents citing these as majors, followed closely in

second place by mathematics and/or science mentioned by 28.0 per cent. Respondents from Ontario, generally, had obtained as their first major undergraduate degree, a general arts degree with no specific major involved. Comparatively few superintendents had chosen majors in the foreign languages or the social sciences (sociology, psychology, economics and political science).

Many of the superintendents, and more particularly those in British Columbia, Manitoba, and Ontario, had taken all of the undergraduate university preparation in the evenings, during summer session, or extramurally, while still engaged in daily teaching. A total of 83.7 per cent of the superintendents received their undergraduate academic preparation at universities and colleges within the province where they were now practising as superintendents.

A total of 87.5 per cent of the respondents had undertaken post-graduate study of some kind. It would appear, however, that in the provinces of Prince Edward Island and Newfoundland, comparatively few of the superintendents had undertaken any post-graduate study. More than three-fourths of the superintendents had completed post-graduate degrees. While 56.3 per cent of these post-graduate degrees were B.Ed. and B.Paed. degrees, a total of 30.4 per cent of the participants had earned post-graduate degrees at the master's level. A total of 110 superintendents (23.7 per cent) held no post-graduate degree of any kind, and the percentages in this category were very high in Prince Edward Island (85.7), Newfoundland (82.4), and quite high in British Columbia (38.3). Of the 464 superintendents, only 10 (2.2 per cent)

had earned a doctorate degree.

As was the case with undergraduate preparation, the great majority of superintendents (74.4 per cent) received their post-graduate university education from institutions within the same provinces where they were now practising as superintendents. Indeed, only 13.3 per cent had taken post-graduate studies at institutions outside of Canada. While 46.3 per cent of the superintendents reported having attended only one university, another 47.6 per cent indicated having attended two different institutions. However, only 6.1 per cent of the entire force had attended more than two different universities.

While 1.9 per cent of the superintendents held no university degree at all, a further 22.0 per cent had earned only one bachelor's degree. However, 61.0 per cent had earned two university degrees, and 15.1 per cent held as many as three or more university degrees. While 26.9 per cent of the superintendency force held a master's degree, only 2.4 per cent had earned degrees at the doctorate level. One superintendent had been awarded an honorary LL.D. degree.

A total of 26.1 per cent of the superintendents serving in the 1960-61 school year were actively engaged in studying for further university degrees. While 3.0 per cent were studying for a bachelor's degree, a further 18.1 per cent were working towards a degree at the master's level, and 5.0 per cent were actively pursuing studies toward a doctorate. Only 13.0 per cent of Canadian provincially-employed superintendents and inspectors had completed a thesis or dissertation.

A further 3.9 per cent, however, were actively pursuing such an investigation. While 2.4 per cent of the superintendents had completed theses for the bachelor's degree, a further 10.1 per cent had written them for the master's degree. However, only 2.4 per cent had completed the major undertaking of a doctoral dissertation.

For 11.9 per cent of the respondents, their programs of graduate studies were considered an "excellent" preparation for the superintendency position. A further 26.7 per cent considered them to be "very good," and 40.3 per cent rated them "good." However, 18.5 per cent considered their programs only "fair," while 2.6 per cent regarded theirs as "poor."

Slightly more than half of the superintendents (52.6 per cent) considered themselves adequately prepared for their superintendency positions. When the 47.4 per cent of the superintendents who considered that they were not adequately prepared for the superintendency were questioned further, they checked the following as being their reasons for not having undertaken further study. These particular reasons have been ranked according to the degree of importance assigned to them.

It's a problem of not getting time off.

I feel I'm getting too old now.

Financially it's too difficult for me to contemplate.

Some 20.5 per cent, however, in answer to this question indicated that they were planning to take further studies in the future.

Finally, superintendents were asked to indicate from a prepared

list of various fields of study what they considered to be most important in relation to their work. They were also asked to rank these in order of importance. While no one field of study was ranked identically by superintendents from all nine provinces, there was a measure of consistency in the rank order of those fields of study considered most important, and those considered as being of least importance. The following was the order in which superintendents ranked these fields of study according to their degree of importance:

Supervision

Teaching Methods

Curriculum

Philosophy of Education

Public Relations

Psychology

Administrative Theory and Practice

Human Relations

School Finance

Personnel Administration

Research

School Business Management

Guidance and Counselling

History of Education

School Plant Planning

Sociology

Group Dynamics

Adult Education

Economics

Political Science

CHAPTER XXVI

THE EXPERIENCE OF CANADIAN SCHOOL SUPERINTENDENTS AND INSPECTORS

I. THE TOTAL YEARS OF SUPERINTENDENCY EXPERIENCE

The data on total years of superintendency experience are presented in Table CLIX. The median number of years spent as a superintendent or inspector was found to be 7.9, although this ranged from 5.0 years for Newfoundland respondents, to 11.8 years for the men in Saskatchewan. A total of 23.8 per cent of the participants had spent more than fifteen years as superintendents, and 5.6 per cent had spent 25 or more years in this work. Another 23.1 per cent had spent between one and three years, while a further 19.4 per cent had spent between four and six years. Altogether, 58.7 per cent of the respondents had spent less than ten years in service as superintendents or inspectors.

II. THE NUMBER OF DIFFERENT SCHOOL DISTRICTS IN WHICH SUPERINTENDENTS HAD SERVED

Table CLX shows the number of different superintendencies held by Canadian superintendents who were in active service in the 1960-61 year, and whose responses on the Questionnaire have been used in this study.

Any thought that school superintendents as a whole are a highly mobile group, changing positions every three or four years, would not

TABLE CLIX

THE TOTAL YEARS OF SUPERINTENDENCY EXPERIENCE OF
CANADIAN SUPERINTENDENTS

Number of Years	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
1 - 3	25.5	23.8	20.9	18.2	23.3	8.3	21.4	28.6	41.2	23.1
4 - 6	23.4	17.5	7.5	27.3	21.8	25.0	21.4		17.6	19.4
7 - 9	14.9	17.5	11.9	25.0	14.0	41.7	14.3	28.6	11.8	16.2
10 - 12	4.2	3.2	16.4	9.1	9.8	8.3	7.1		11.8	9.1
13 - 15	12.8	9.5	14.9	11.4	4.7	8.3	7.1		11.8	8.6
16 - 18	10.6	7.9	11.9		7.3					6.9
19 - 21	2.1	9.5	10.4	2.3	6.2		14.3			6.3
22 - 24	4.2	6.3	3.0	6.8	4.7	8.3		28.6		5.0
25 - 30	2.1	4.8	3.0		3.6		7.1		5.9	3.2
31 or more					4.7		7.1	14.3		2.4
Median number of years	6.7	8.0	11.8	7.0	7.5	7.7	8.0	8.8	5.0	7.9
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE CLX

THE NUMBER OF DIFFERENT SCHOOL DISTRICTS IN WHICH RESPONDENTS
HAD SERVED AS SUPERINTENDENTS

Number of Superintendencies Held	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
One	25.5	33.3	32.8	56.8	60.1	66.7	85.7	100.0	82.4	51.1
Two	31.9	39.7	50.7	29.5	26.9	33.3	14.3		11.8	31.7
Three	17.0	12.7	10.4	9.1	8.3					9.3
Four	21.3	12.7	3.0	4.5	4.1				5.9	6.7
Five	4.2	1.6	1.5		0.5					1.1
Six			1.5							0.2
Median number of superintend- encies held	2.3	1.9	1.8	1.4	1.3	1.2	1.1	1.0	1.1	1.5
Total number of respondents	47	63	67	44	193	12	14	7	17	464

appear to be substantiated by this study. A total of 51.1 per cent of the participants reported that their present position was their first superintendency. From the data provided in Table CLX, it can be seen that 82.8 per cent of Canadian superintendents had held two or fewer superintendencies. In each of six of the provinces the majority of superintendents had served in only one school district. It appeared also that superintendents and inspectors from the four Western provinces and Ontario tended to be more mobile than their colleagues in the four Atlantic provinces. Only one superintendent in all four Atlantic provinces had served in more than two different school districts.

It appeared also that superintendents and inspectors had not moved from province to province. Of the 464 superintendents participating in the study, all had held superintendencies only in the province of their present position.

III. THE NUMBER OF YEARS PRESENT SUPERINTENDENCY HAD BEEN HELD

The number of years superintendents had spent in their present superintendency is perhaps a further indication of mobility, and these data are presented in Table CLXI. The median length of time that superintendents had held their present position was 4.5 years. This figure varied from among the different provinces, ranging from a median of 2.2 years in British Columbia, to 7.8 years in Prince Edward Island. While 21.0 per cent of the superintendents had held their present positions for ten or more years, 50.1 per cent had held theirs for

TABLE CLXI

THE NUMBER OF YEARS PRESENT SUPERINTENDENCY HAD BEEN HELD

Number of Years	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
One	36.2	22.2	11.9	15.9	8.8	8.3	21.4	29.4	15.5	
Two	21.3	28.6	16.4	15.9	13.0	16.7		14.3	11.8	16.4
Three	14.9	1.6	11.9	2.3	9.3			14.3	11.8	8.2
Four	6.4	9.5	4.5	13.6	11.4	16.7	14.3		11.8	9.9
Five	2.1	9.5	9.0	13.6	13.0			5.9		9.7
6 - 9	10.6	20.6	16.4	20.5	19.7	50.0	28.6	28.6	11.8	19.4
10 - 13	4.2	4.8	19.0	9.1	7.3		14.3			8.0
14 - 17	2.1	1.6	10.4	2.3	7.3			11.8		5.6
18 - 21	2.1		1.5	2.3	3.1		7.1			2.2
22 or more		1.6		4.5	7.3	8.3	14.3	42.9	5.9	5.2
Modal number of years	1	2	11.5	7.5	7.5	7.5	7.5	22+	1	7.5
Median number of years	2.2	2.5	5.1	4.7	5.1	6.0	7.0	7.8	3.3	4.5
Total number of respondents	47	63	67	44	193	12	14	7	17	464

five or more years. Another 15.5 per cent had held their present positions for only one year, and a further 16.4 per cent had held theirs for two years. While 5.2 per cent of the superintendents had served 22 or more years in their present positions, about 50.0 per cent had spent less than five years in their present superintendency.

While the modal number of years superintendents across Canada had occupied their present position was 7.5, it was interesting to note that in British Columbia the mode was one, and in Alberta it was two. However, the modal number in Saskatchewan was 11.5, while in Prince Edward Island the figure was 22+ years. In the two extreme westerly provinces the mobility of superintendents appeared to be considerably higher than in the Maritime Provinces.

IV. SUPERINTENDENTS' TOTAL YEARS OF EXPERIENCE IN EDUCATION

That Canadian superintendents are educators with lengthy experience is borne out in the data presented in Table CXXII. The median number of years of experience in education as reported by superintendents from across the country was 29.2, and this median ranged from 15.0 years in Newfoundland, to 30.3 years in British Columbia. Again, with the exception of the Newfoundland men, the median number of years of experience in education was above 25 in all provinces. While 6.5 per cent of the respondents had more than 40 years' experience, 11.6 per cent had between 36 and 40 years, and a further 19.6 per cent had between 31 and 35 years' experience. In summary, 37.7 per cent of all

TABLE CLXII

SUPERINTENDENTS' TOTAL YEARS OF EXPERIENCE IN EDUCATION

Number of Years	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
6 - 10		6.3	1.5		2.1				23.5	2.8
11 - 15		22.2	6.0		13.0	8.3		14.3	29.4	10.8
16 - 20		10.6	6.3	10.4	9.1	10.4	16.7		5.9	9.3
21 - 25		10.6	11.1	10.4	27.3	18.1	16.7	42.9	28.6	11.8
26 - 30		29.8	19.0	23.9	25.0	20.7	33.3	28.6	42.9	5.9
31 - 35		23.4	20.6	37.3	20.5	13.0	25.0	14.3	14.3	11.8
36 - 40		21.3	9.5	6.0	16.0	13.0		7.1		5.9
More than 40		4.2	4.8	4.5	2.3	9.8		7.1		5.9
Median number of years of experience		30.3	26.5	30.0	28.2	27.3	26.8	26.8	26.3	15.0
Total number of respondents		47	63	67	44	193	12	14	7	17
										464

provincially-employed superintendents had more than 30 years of experience in education, while 77.1 per cent of them had more than 20 years' educational experience.

In the province of Newfoundland, however, 52.9 per cent of the supervising inspectors were found with 15 or less years' experience, and 23.5 per cent had had no more than 10 years' total experience in education.

V. SUPERINTENDENTS' TOTAL YEARS OF SERVICE TO EDUCATION IN THEIR PRESENT PROVINCE

Conveying somewhat similar information to that of the previous table, are the data presented in Table CLXIII. It appeared that the great majority of superintendents had given educational service only in the province of their present superintendency. Thus, there was a measure of agreement among the provincial medians presented in this Table CLXIII and those presented in the previous table (Table CLXII).

VI. THE EXTENT TO WHICH SUPERINTENDENTS HAD HAD TEACHING EXPERIENCE IN PROVINCES OTHER THAN THOSE OF THEIR PRESENT SUPERINTENDENCY

Table CLXIV places even greater emphasis upon the local character of Canadian superintendents by showing that 92.1 per cent of them were superintendents in the province where all their teaching experience had been gained. Only thirty-six superintendents and inspectors had had any teaching experience in provinces other than those of their present

TABLE CLXIII

SUPERINTENDENTS' TOTAL YEARS OF SERVICE TO
EDUCATION IN THEIR PRESENT PROVINCE

Number of Years	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.. NFLD. TOTAL
0 - 5		4.8						5.9 0.9
6 - 10		6.3	1.5		3.1			17.6 3.0
11 - 15		2.1	19.0	6.0	4.5	13.5	8.3	14.3 29.4 11.2
16 - 20		8.5	7.9	11.9	9.1	8.8	25.0	7.1 5.9 9.3
21 - 25		10.6	7.9	9.0	27.3	19.9	8.3	35.7 28.6 11.8 16.4
26 - 30		27.7	19.0	22.4	25.0	18.7	33.3	28.6 42.9 5.9 21.3
31 - 35		25.5	23.8	38.8	20.5	13.0	25.0	21.4 11.8 20.5
36 - 40		21.3	9.5	6.0	11.4	14.0		7.1 5.9 11.6
More than 40		4.2	1.6	4.5	2.3	9.3		14.3 5.9 5.8
Median number of years' service in their present province	30.7	26.5	30.3	27.3	26.8	26.8	26.8	26.3 15.0 27.7
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE CLXIV

THE EXTENT OF SUPERINTENDENTS' EXPERIENCE AS TEACHERS IN PROVINCES
OTHER THAN THOSE OF THEIR PRESENT SUPERINTENDENCY

Location of Teaching Experience by Province	Number of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
British Columbia		2					2
Alberta				2		1	3
Saskatchewan	1	8		5	2	1	17
Manitoba			2				2
Ontario	1	1	1				3
Quebec	1			5	2		8
New Brunswick			1	1			2
Nova Scotia						1	1
Prince Edward Island							
Newfoundland							
Total number of superintendents with some teaching experience in another province.*	2	10	4	5	10	0	3 1 1 36
Percentage of superintendents with some teaching experience in another province	4.2	15.9	6.0	11.4	5.2	0.0	21.4 14.3 5.9 7.8
Total number of respondents	47	63	67	44	193	12	14 7 17 464

*Two superintendents had had teaching experience in two other provinces.

superintendency.

This teaching experience gained in other provinces ranged from one to sixteen years. Three inspectors from Ontario who reported that they had served as guest lecturers during summer sessions for six weeks at universities were not included in these data.

VII. OTHER EDUCATIONAL AND ADMINISTRATIVE EXPERIENCE OF SUPERINTENDENTS

Table CLXV presents data regarding the educational and administrative experience (other than elementary and secondary classroom, or principalship experience) of superintendents.

A total of 17.4 per cent of the superintendents had had experience as instructors in teachers' colleges or within faculties of education of Canadian universities. While 7.5 per cent had been college instructors on a full-time basis, for the remaining 9.9 per cent, this college experience had been gained only during summer sessions. Service as a supervisor, a director of instruction, or an assistant superintendent had been the experience of 2.8 per cent, while a further 2.4 per cent had had experience as Department of Education administrative officials. Service as an adult education director, or as the president of a provincial teachers' association was the experience of a further 4.1 per cent, and only 2.2 per cent of the respondents had had any teaching experience in countries overseas. In the category, "Miscellaneous experience," were found authors of text books, research officers,

OTHER EDUCATIONAL AND ADMINISTRATIVE EXPERIENCE OF SUPERINTENDENTS

Type of Experience	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
As a teachers' college instructor (full time)	6.4	3.2	9.0	4.5	9.8	8.3	14.3 7.5
As a teachers' college instructor (summer session only)	12.8		4.5	18.2	11.9		14.3 23.5 9.9
As a supervisor, director of instruction or assistant superintendent	2.1	6.3	1.5		1.6	8.3	21.4 2.8
As a department of education official	2.1	3.2		2.3	3.6		
As an adult education instructor or director				4.5	2.6		14.3 5.9 2.2
As a teacher overseas	4.2	1.6		4.5	2.1	8.3	
As a provincial teachers' association president	2.1		1.5	2.3	1.6	25.0	
Miscellaneous experience	6.4	4.8	1.5		1.0		
Total number of respondents	47	63	67	44	193	12	14 7 17 464

as well as those who had served on various provincial Royal Commissions studying education.

VIII. THE NON-EDUCATIONAL EXPERIENCE OF SUPERINTENDENTS

Superintendents of schools may well profit from a wide range of non-educational work experiences because their functions demand that they be capable of working with all types of people, from all walks of life. The knowledge gained from an extensive non-educational work background may well prove fruitful to the superintendent and the school system.

In the preparation of data for Table CLXVI, only non-educational work done on a permanent full-time basis was considered. The great majority of superintendents, it appeared, had had a great variety of work experiences during months of summer vacation while attending university or while serving as school teachers. However, data on such work experiences of this nature were not included in this table.

A total of 25.6 per cent of the superintendents reported having held non-educational positions of some kind. It appeared that the great majority of respondents who had done such work were from among the older and more experienced superintendents. Several of these men indicated that their non-educational experience had been gained during the years of the Depression when teaching positions were difficult to obtain. While 5.4 per cent of the superintendents had held clerical positions, a further 4.1 per cent had been engaged in farming. Skilled technical

TABLE CLXVI

THE NON-EDUCATIONAL EXPERIENCE OF SUPERINTENDENTS

Type of Work Experience	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
Clerical	4.2	1.6	4.5	4.5	6.7	16.7	7.1	5.9 5.4
Farming		6.3	1.5	13.6	4.1			4.1
Skilled technical-industrial	4.2	1.6	3.0	2.3	6.2			3.9
Professional pursuits		3.2	1.5		4.7	8.3	14.3	3.0
Retail business manager	6.4	3.2		2.3	3.1			2.6
Salesman	4.2	1.6	3.0	2.3	2.6			2.4
Construction	4.2	1.6	1.5	2.3	0.5			1.3
Miscellaneous		4.8	3.0		3.1		42.9	3.0
Total number with non-educational experience	23.4	23.8	17.9	27.3	31.1	25.0	7.1	57.1 5.9 25.6
Total number of respondents	47	63	67	44	193	12	14	7 17 464

work in industry accounted for another 3.9 per cent, and 2.6 per cent reported that they had had experience as owners or managers of retail businesses. Fourteen superintendents (3.0 per cent) were qualified in other professional pursuits among which were the following: the ministry, engineering, pharmacy, accountancy, journalism, music, and law. In addition, two respondents had represented their constituencies as Members of the Legislature. Another 2.4 per cent had been salesmen, and 1.3 per cent had been employed in the construction industry. In the category, "miscellaneous," were grouped occupations such as the following: surveyor, chef, buttermaker, railway-worker, aircraft pilot, publisher's representative, seaman, boat-builder and truck driver.

IX. SUPERINTENDENTS' EXPERIENCE IN THE ARMED SERVICES

A total of 23.5 per cent of the superintendents reported having had experience in the Armed Services. While 16.2 per cent had served as education officers, flying instructors, or as administrative personnel in the Intelligence Branch of the Services, a further 7.3 per cent reported having served in a miscellaneous variety of other fields in the Armed Services. Table CLXVII presents these data.

X. SUMMARY OF CHAPTER XXVI

The purpose of this chapter was to determine the experience of superintendents and inspectors.

TABLE CLXVII

SUPERINTENDENTS' EXPERIENCE IN THE ARMED FORCES

Service Capacity	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
As an officer in Education, or Administration	6.4	14.3	23.9	27.3	13.0	41.7	21.4	14.3 5.9 16.2
Other war service	6.4	14.3	9.0	11.4	5.2	8.3		7.3
Total with experience in the Armed Services	12.8	28.6	32.9	38.7	18.2	50.0	21.4	14.3 5.9 23.5
Total number of respondents	47	63	67	44	193	12	14	7 17 464

The median number of years spent as a superintendent was 7.9, although provincial medians ranged from 5.0 years in Newfoundland, to 11.8 in Saskatchewan. While a total of 23.1 per cent of the respondents had been superintendents for only between one and three years, another 23.8 per cent had spent more than 15 years in the provincial service, and 5.6 per cent had given more than 25 years' service in this capacity.

A total of 51.1 per cent of the superintendents participating in this survey reported that their present position was their first and only superintendency. While only one superintendent in all four Atlantic provinces had served in more than two different school districts, from across Canada as a whole, the percentage who had served as superintendents in two different districts amounted to 31.7. A total of 82.8 per cent of the Canadian superintendents and inspectors had held two or fewer different superintendency positions.

Provincially-employed superintendents and inspectors did not change positions from one province to another. Of the 464 superintendents participating in this study, all had held superintendencies only in that province of their present position.

The median length of time that superintendents had held their present positions was 4.5 years. This median figure, however, ranged from 2.2 years in British Columbia, to 7.8 years in Prince Edward Island. While 15.5 per cent of the superintendents were in their first year of service, another 16.4 per cent had held their current positions for ten or more years. A total of 5.2 per cent had served 22 or more

years in their present positions. The modal number of years Canadian superintendents had occupied their present positions was 7.5. It was interesting to observe, however, that in British Columbia the mode was one, while in Alberta it was two. However, the mode for Saskatchewan was 11.5, while in Prince Edward Island the figure was 22 years plus.

That Canadian provincially-employed superintendents and inspectors tended to be educators with considerable experience was borne out in the data presented in this chapter. The median total years of experience in education as reported by superintendents was 29.2. Provincial medians ranged from 15.0 for inspectors in Newfoundland, to 30.3 years for district superintendents of schools in British Columbia. With the exception of the participants from Newfoundland, the median number of years' experience in education was above twenty-five for the superintendents in the remaining eight provinces. It was found that 37.7 per cent of all provincially-employed superintendents had had more than 30 years of experience in education, while 77.1 per cent of them had more than twenty years' total experience.

However, the great majority of superintendents had given educational service only in the province of their superintendency. A total of 92.1 per cent of the respondents were superintendents in the same province where all their teaching experience had been gained. Only 7.8 per cent of the Canadian superintendency force had had any teaching experience in provinces other than those of their superintendency. It appeared also that very few Canadian superintendents (2.2 per cent) had had any educational experience in countries overseas.

A small percentage of the superintendents had had experience as university professors and as instructors in teachers' colleges. A few others had acted as assistant superintendents, directors of instruction and supervisors. While 2.4 per cent had had experience in the central offices of provincial departments of education, as executive or administrative personnel, a further 2.2 per cent had brought to the superintendency position, experience as executives with adult education agencies.

A total of 25.6 per cent of the superintendents reported having held non-educational positions of some kind. It was interesting to observe that the great majority of the superintendents who had held such non-educational positions were from among the older and more experienced superintendents. Several of these respondents indicated that their non-educational experience was gained during the years of the Depression when teaching positions were difficult to obtain. While 5.4 per cent had held clerical positions, a further 4.1 per cent had been engaged in farming. Skilled technical work in industry accounted for another 3.9 per cent, and 2.6 per cent reported that they had had experience as owners or managers of retail businesses. Fourteen superintendents (3.0 per cent) had been engaged as qualified persons in other miscellaneous professional pursuits.

A total of 23.5 per cent of the superintendents reported having had experience in the Armed Services. While 16.2 per cent had served as education officers, flying instructors, or as administrative personnel in the Intelligence Branch of the Services, 7.3 per cent reported having served in a variety of other branches of the Armed Services.

PART H

CONCLUSION

CHAPTER XXVII

SUMMARY AND CONCLUSIONS

One of the major purposes of the study was to determine and analyze the methods of selection of provincially-employed superintendents and inspectors of schools in the nine English speaking provinces of Canada.

Another important purpose of this investigation was to study and examine the conditions of employment for provincially-employed superintendents. Within this frame of reference, such employment conditions as the following were examined: work load, salaries, vacation, retirement and pension provisions, and educational leave. This phase of the study also sought to determine those aspects of the superintendent's position considered desirable, as well as those aspects considered undesirable. Closely related to the investigation of employment conditions was an attempt to determine the degree of job satisfaction experienced by superintendents. In the course of this part of the study, an investigation was conducted into why superintendents changed positions and why certain provincial superintendents have left the superintendency.

Finally, the study endeavoured to determine the status of provincially-employed superintendents and inspectors of schools by surveying their general characteristics, their academic and professional preparation as well as their experience. In this section, an attempt was made to build a profile of the Canadian provincially-employed

school superintendent and inspector.

The responses of superintendents themselves to a lengthy questionnaire provided the major source of data. In addition, through the use of structured interviews, which were tape recorded, the opinions of provincial deputy ministers of education and chief superintendents of schools were also obtained. Supplementary data were obtained from school acts, regulations, and Canadian and American literature related to the problem.

THE MAJOR CONCLUSIONS

The following conclusions based largely upon data secured from the responses to the Questionnaire completed by 464 superintendents and inspectors should not be considered apart from the limitations which have been outlined in the first chapter of this dissertation. With this in mind, the following conclusions are submitted.

I. RECRUITMENT PROCEDURES

In most Canadian provinces (Alberta and Ontario excepted), public notices announcing vacancies in the superintendency were published in the press as well as in government bulletins and other publications. When superintendency vacancies did exist, it appeared that provincial superintendents and inspectors in the field recommended that certain of their principals make application. Deputy ministers and chief superintendents, too, were likely to suggest to certain individuals that they make application. It appeared that one of the most valuable sources

of information concerning openings in the provincial superintendency staff was the informal information passed on by superintendents to potential candidates.

In Alberta, this informal method of locating candidates appeared to be adopted almost entirely. Superintendents in the field and certain University officials were invited to nominate candidates considered appropriate for the staff of the provincial superintendency. Such nominations were submitted to the Chief Superintendent, who, after a thorough investigation, might invite those considered suitable and qualified, to join the staff.

Professional assistance which might have been provided by personnel from universities did not appear to be utilized by the majority of departments of education in locating suitable candidates for the superintendency.

The means adopted by Ontario inspectors to join the provincial staff was to write successfully certain examinations leading to the Inspector's Certificate, obtain the qualifications, and wait for an appointment.

New appointments to a particular provincial superintendency staff tended to be made from among educators already residing within the province, and it appeared that there was little likelihood of an educator from outside of a particular province being selected for the superintendency staff within that province. No attempt appeared to be made by departments of education to advertise superintendency vacancies outside of their own provinces. While a few deputy ministers

and chief superintendents indicated that they would consider applications from educators outside of their provinces, it was found that few, if any, such appointments had been made.

II. METHODS OF SELECTION

In most provinces it was the Civil Service Commission that undertook to announce superintendency vacancies, invite applications, investigate, screen and interview applicants, and finally recommend particular suitable candidates for appointment.

The majority of departments of education relied upon the use of selection devices such as application, observation, interviews, and screening to decide whether or not candidates were suitably qualified for appointment.

Differences in practice appeared to exist with regard to the selection procedures used for inspectors and superintendents of high schools, in those three provinces where such officials were employed. In Alberta and Saskatchewan, high school inspectors were selected from among the corps of field superintendents of schools, while in Ontario, well qualified, experienced high school teachers and administrators tended to be selected for such positions. However, neither qualifying examination nor possession of a certificate was a pre-requisite for an appointment to the secondary inspectorate staff in Ontario, as was the case for elementary inspectors in that province.

III. CRITERIA USED BY DEPARTMENTS OF EDUCATION IN MAKING SELECTIONS

Age as a Criterion in Selection

While no specific requirement or policy with regard to age was stated in writing by any department of education, it appeared that age was a factor in selection, and most provinces had established, as a rule of thumb, a most desirable age range expected of their new appointees. The age preferences for candidates in most provinces ranged from a minimum of between 30 and 40 years, to a maximum of between 45 and 50 years.

Several differences of practice appeared to exist among the provinces regarding selection policies as far as age was concerned. The provinces of Alberta, Saskatchewan, Ontario and Newfoundland tended to give consideration to younger men, while the remaining provinces appeared to prefer older men with considerably more experience.

On the basis of the information presented, it appeared that the median age at first appointment to the provincial superintendency from across Canada was 39.1 years. However, provincial medians ranged from 31.1 years in Newfoundland, to 43.1 in Manitoba.

Experience as a Criterion in Selection

A candidate's administrative experience appeared to be an extremely important factor in selection, and was rated highly by senior department of education officials. Deputy ministers and chief superintendents indicated that they preferred as applicants for the superintendency those with principalship experience.

Most deputy ministers and chief superintendents of schools tended to expect of a candidate for the superintendency much more than the minimum number of years of teaching experience specified in the actual requirements for the position. Data revealed that the Canadian superintendent did indeed have many more years of educational experience than the required minimum for entrance into the provincial service.

It appeared that secondary school experience was a pre-requisite to the superintendency in most provinces (Ontario elementary inspectors excepted).

The superintendency and inspectorate staffs in 1960-61, it appeared, had spent the major portion of their teaching and principalship time, immediately prior to appointment, in the senior high school grades (Ontario elementary inspectors excepted). As a result, for many, appointment to the superintendency had brought certain duties and responsibilities for which their immediate past classroom experience had given little preparation.

Data revealed that the majority of provincially-employed superintendents in Canada tended to bring to the position experience which had been gained primarily in rural areas and in the smaller towns of this country. It appeared to be increasingly difficult to recruit into the superintendency, qualified and capable men from the large city systems.

Academic Preparation as a Criterion in Selection

In most provinces deputy ministers and chief superintendents emphasized the importance that they placed upon academic background in

the selection of their superintendents. In six of the Canadian provinces, a statement of the minimum academic and professional qualifications required of all candidates for the superintendency position appeared in writing in provincial school acts or regulations. In five Canadian provinces, the stated minimum qualification for entry into the provincial superintendency or inspectorate service was a university degree, plus one year of post-graduate study. In the remaining four provinces, it appeared that the minimum university qualification was stated simply as a university degree.

It appeared that although 97.2 per cent of the superintendents held at least one university degree at the time of their first appointment to the superintendency, 40.3 per cent held only a bachelor's degree. While a further 38.4 per cent had earned at least two bachelor's degrees at the time of their appointment, only 18.5 per cent held a master's degree or better at that time. Superintendents from all provinces holding an earned doctorate degree at the time of their first appointment totalled only 0.9 per cent.

In Ontario, the possession by the inspector of schools of a certain academic and professional training and of suitable personal qualifications was assured by the requirement that he hold a certificate, issued by the Department of Education indicating that he had these qualifications. Ontario afforded the only example of a provincial department of education which insisted upon the possession of such a credential for entry into the inspectorate service.

Sex as a Criterion in Selection

Sex was often a decisive factor in an appointment to the school superintendency. The vast majority of superintendents and inspectors in Canada were men, and comparatively few women have been employed in this capacity. Although there were no legal barriers against the appointment of a woman as a school inspector, only in the province of Ontario were women employed in such a capacity, and the numbers of these were very small indeed. Some of the basic reasons for not appointing women to the superintendency appeared to be the following:

- a. Tradition favours the appointment of men.
- b. Women simply do not apply for the superintendency.
- c. The rigorous nature of the task and the working conditions tend to favour the appointment of men.
- d. School board expectations are such that departments of education feel obliged to appoint men.

Intelligence as a Criterion in Selection

From interviews and discussions with department of education officials, it appeared that in no province had the criterion of intelligence, as measured by any kind of standardized test, been used in the selection of superintendents.

The Importance of Personal Qualities

Deputy ministers of education and chief superintendents from the various provinces tended to agree as to which personal factors were most important in their selection. They considered that sound judgment, a sense of humour, the ability to get along with other people, facility

in effective expression and communication, leadership capacity, and organizing and executive ability, were personal qualities, the possession of which was essential to superintendents.

Health as a Criterion in Selection

While thorough health examinations were required for many teaching positions, it appeared that for what is one of the most important administrative positions in the public school system -- the superintendency -- such vigilance was not maintained. One was therefore forced to conclude that while department of education officials desired their appointees to have good health, the steps taken in five of the provinces to assure this were not as objective as they might be.

Religion as a Criterion in Selection

The religious affiliation of a superintendent had no bearing whatsoever on his selection or appointment in the provinces of British Columbia, Saskatchewan and Manitoba. In the remaining provinces, however, religion was a consideration, not for appointment per se, but for placement in a particular area, where by tradition or otherwise, religion played a significant part.

Politics as a Criterion in Selection

In eight of the provinces, a superintendent's political affiliation appeared to have no bearing whatsoever on his appointment to the superintendency.

IV. REASONS FOR ENTERING THE SUPERINTENDENCY OR INSPECTORATE SERVICE

Deputy ministers of education and chief superintendents of schools were of the opinion that men entered the provincial superintendency service mainly because of the prestige of the position, and the freedom of action which it afforded. The challenge that the job presented, the increased sphere of influence enjoyed, and the opportunity for leadership were considered to be other important reasons for entrance into the provincial service.

Superintendents and inspectors themselves when questioned on this matter displayed considerable consistency in their replies. More than three-fourths of them considered that the great variety in the work, and the desire to serve education in this capacity, as well as the desire for a position where they could exert more influence and effect more change, were reasons of importance in their decision to join the provincial superintendency staff. The enjoyment in being a leader and the prestige that goes with the position appeared to be other reasons of importance. More than half of the superintendents indicated that Department of Education officials had invited them to join the staff, while a similar number had been encouraged by their former superintendents to make application. Many of the older superintendents and inspectors stated that they had been attracted to the provincial service for financial reasons.

V. THE CONDITIONS OF EMPLOYMENT

The Work Load

The two factors which were perhaps most easily recognized as affecting the work load of a superintendent were the geographical size of the superintendency, and the number of teachers whom the superintendent had to supervise. There were, however, other factors which affected the work load in no small measure.

Geographical size of the superintendency. Great variations appeared to exist in the geographical size of superintendencies. These appeared to range in area from five to 130,000 square miles, with the majority being 5,000 square miles or less. Almost half of the superintendents reported travelling 10,000 or more miles yearly in the course of their duties, and there tended to be a positive relationship between the mileage travelled and the land area of the superintendency.

The number of schools and teachers per superintendency. There were extreme differences in the median number of schools per superintendency ranging from a low of 17, to a high of 75. More than three-fourths of the superintendents reported having one-room schools within their jurisdictions and these ranged in number from one to 170. In the western provinces, where the larger unit of administration was found, there tended to be considerably fewer one-room schools per superintendency than in the Atlantic provinces, where the numbers of such schools tended to be very high indeed.

The number of teachers assigned to each superintendency varied considerably both from province to province, as well as within each province itself. While the median number of teachers per superintendency from across Canada was found to be 146, the provincial medians ranged from 94 to 272. In British Columbia, New Brunswick and Nova Scotia where the majority of superintendents appeared to have more than 200 teachers within their jurisdictions, it was common practice for the superintendent to have one or more assistants or supervisors. Thus, while the number of teachers assigned to any one superintendent is an important factor when considering work load, in order to obtain a true picture of the situation, it must be considered along with other factors involved.

The number of school boards per superintendency. Great variations were found to exist among the provinces in regard to the number of school boards with whom each superintendent had to work. In British Columbia and Alberta, in particular, and in Saskatchewan and Manitoba, to a large extent, it appeared that the majority of superintendents tended to be dealing with one, or at the most, two school boards. However, in the remaining provinces, the median number of school boards to whom the superintendent was responsible ranged from six, to more than fifty. In 1961, 43.9 per cent of Canadian superintendents were each dealing with more than twenty school boards.

The working hours of superintendents. While in most provinces the officially scheduled weekly number of working hours was in the neighbourhood of thirty-seven, it appeared that Canadian superintendents

were working considerably more than this. The majority reported that they worked from 50 to 54 hours per week during the school months, and from 40 to 44 hours weekly during the summer months when schools were not in session. It appeared that the great majority of superintendents often worked on Saturdays for two or three hours, while less than half reported that they sometimes worked for an hour or two both on Sundays and on certain statutory holidays.

From reports, it appeared that many superintendents of schools were working long hours. While several superintendents reported that their regular duties were such as to interfere unduly with their personal lives, others reported no such interferences. Although this was a matter of judgment, it did become clear that the overtime work occasioned by meetings, report writing and travelling, curtailed the amount of time some superintendents were able to spend with their families or devote to study.

The amount of clerical assistance provided superintendent. Many Canadian superintendents indicated that they were provided with inadequate clerical assistance, and the situation appeared to be most acute in Manitoba, Prince Edward Island and Newfoundland. This lack of clerical assistance appeared to be one of the most important factors preventing certain of these superintendents from allocating their time more desirably and profitably. It would appear that the nature of a superintendent's work makes it necessary for him to spend considerable time on keeping records, making out reports, and attending to correspondence. Much work of this nature can be done by a clerical

assistant. It appeared, however, that while in the provinces of Nova Scotia and New Brunswick each inspector had at least one full-time clerical assistant, in the provinces of Manitoba, Prince Edward Island and Newfoundland, no inspector had a full-time or even part-time clerk employed. In the remaining provinces, most of the superintendents were serviced by a full or part-time clerical assistant.

From data obtained in this study it was found that 14.7 per cent of the Canadian inspectors, in the absence of any appropriate office space made available to them by their departments of education or school districts, were administering their school inspectorate from within the privacy of their own residences. All of the inspectors in Manitoba, Prince Edward Island and Newfoundland were working out of their homes. In the remaining six provinces, office space in a separate building for the direction and operation of the school district was provided for all superintendents either by provincial departments of education, or by school boards.

The number of supervisory and administrative assistants per superintendency. There appeared to be a positive relationship between the number of teachers per superintendency and the number of professional, supervisory and administrative assistants. Consequently, it was in the provinces of British Columbia, New Brunswick, and Nova Scotia where the number of teachers per superintendency was considered high that the greatest number of supervisory and administrative assistants was found. However, from all nine provinces almost three-fourths of the superintendents (74.1 per cent) reported having no professional

supervisory assistants at all, while in Prince Edward Island and Newfoundland, in particular, all superintendents were operating without any such assistants. If there is a positive relationship between the number of specialized personnel, and the quality of the educational offerings and hence, learning, then it would appear that the pupils in certain provinces, particularly, were at a certain disadvantage. The lack of sufficient professional assistants appeared to be another of the reported factors preventing many Canadian superintendents from allocating their time more desirably and profitably.

Superintendents' Salaries

Great variations appeared to exist in the minimum and maximum salaries offered provincially-employed superintendents in the various provinces of Canada in 1961. Minimum provincial salary scales ranged from a low of \$3,840 in Prince Edward Island, to a high of \$10,000 in Ontario. The median minimum salary from all provinces was found to be \$7,560. Maximum provincial salary scales also varied from a low of \$3,840, again in Prince Edward Island, to a high of \$12,000 in Ontario, and the median maximum for all provinces was found to be \$9,180. Actual salaries earned by superintendents in the 1960-61 school year ranged from a low of \$3,840 in Prince Edward Island, to a high of \$13,060 in British Columbia, a difference of \$9,220.

In British Columbia, it was found that school boards were authorized under the School Act to pay an additional administrative allowance to their provincially-employed district superintendents of schools. Such amounts paid by boards to their superintendents, however,

were not to exceed a maximum of \$4,000.

A comparison of the salaries of superintendents with those of their highest paid principals revealed that the better-paid and more experienced principals faced the possibility of sizeable reductions in salary upon appointment to the superintendency.

Annual Vacation Provisions for Superintendents

From information gathered in this study, it was found that all provincial departments of education granted their superintendents a paid annual vacation each year. In the majority of the provinces, the vacation time allowed was three weeks, but in four provinces (British Columbia, Alberta, Saskatchewan and Ontario), superintendents who had completed a great many years' service (usually 20 - 25 years) were entitled to a maximum of four weeks. In 1961, 82.1 per cent of the superintendents were entitled to a vacation of three weeks, while 13.8 per cent were entitled to four weeks.

The great majority of the superintendents entitled to a four weeks' vacation considered this to be an adequate provision, but slightly less than half of those receiving three weeks' holiday regarded this provision as adequate. Many Manitoba and Newfoundland inspectors expressed strong dissatisfaction at being required to report to the Department of Education during the summer months when schools were not in session, in order to fulfill a summer assignment. These summer assignments were considered to be not only time-consuming, but also necessitated their being away from home and family at this particular time of the year.

While there appeared to be varying provincial regulations regarding the length of vacation for superintendents, there were also varying conditions under which these vacations were taken. In addition, it seemed that because of work pressure, several superintendents appeared unable to avail themselves of their full holiday entitlement. A number of superintendents reported not having taken their full vacation allotment in years.

Retirement Pension Provisions for Superintendents

In all nine provinces provisions had been made for pensions to be paid to all retiring superintendents. It appeared that the formula for arriving at pension payments in the various provinces was calculated upon two per cent of the average salary for the last or best three, five, ten or fifteen years (depending upon the particular province), multiplied by the number of years of pensionable service, to a maximum of thirty-five years.

The majority of superintendents (74.1 per cent) considered that satisfactory provisions for retirement pension in their provinces had been made. Only in the province of Saskatchewan was there a strong feeling, expressed by the majority of the force, that pension provisions were quite unsatisfactory. While the formula for arriving at pension payments in this province was similar to that of other provinces, it was found that there had been established a ceiling figure of \$4,200, above which no annual pension payment could exceed. It was this ceiling figure which caused considerable dissatisfaction, and while

legislation passed in 1962 made provision for increasing this ceiling from \$4,200 to \$6,000 over a five year period, the idea of there being any pension ceiling at all was still a criticism levelled by superintendents in Saskatchewan.

Certain criticisms of particular details of other provincial pension plans were voiced, but these tended to be expressions of a minority of the superintendents in each case.

Because most superintendents had already participated in teachers' provincial superannuation plans before joining the superintendency staff, arrangements were usually made for the pension contributions of these earlier years of teaching service to be transferred to the superintendents' superannuation fund. In most provinces, these years of teaching service were regarded as being equivalent years for pension purposes. However, in Ontario, it appeared that only seventy per cent of these years were credited to the Civil Service Superannuation Fund, and in no case could the number of years of service credit so obtained exceed twenty. Many Ontario inspectors expressed strong disapproval of this particular regulation.

Education Leave Provisions for Superintendents

There were differences among the various provincial department of education policies in the provision of educational leave for superintendents. The degree of dissatisfaction among superintendents with regard to educational leave was considerable in certain provinces, where it appeared that provisions were inadequate.

Satisfactory provisions for educational leave appeared to be available to the provincial superintendency staff in Alberta, and a comparatively large number of superintendents in this province in recent years had been able to pursue, on a full-time basis, post-graduate studies at universities. However, in the majority of the remaining provinces, few superintendents reported having furthered their studies as full-time university students on such a plan of educational leave. Considerable doubt appeared to exist in the minds of some superintendents from certain provinces as to what were their actual educational leave provisions. In several provinces, departments of education appeared to have no written policy regarding educational leave, but tended rather to consider each application on its own merit.

While the majority of the Newfoundland supervising inspectors (94.1 per cent) regarded their present provisions for educational leave as being inadequate, it was interesting to note that several inspectors from this province had been granted such educational leave in the past, for periods of up to six months and one year. It appeared that Newfoundland, at one time, had a policy whereby supervisors could be granted a year's leave of absence with pay for study purposes, but that this programme had been discontinued.

VI. JOB SATISFACTION IN THE SUPERINTENDENCY

The Greatest Job Problems

The greatest job problem facing school superintendents and inspectors was that of recruiting and retaining teachers. Improving

instruction, undertaking the in-service education of teachers, and providing assistance to inexperienced and poorly qualified teachers also appeared to be major problems of superintendents. Having too many teachers to supervise, and endeavouring to convince communities of the needs of education were considered to be other important job problems.

Undesirable Aspects of the Superintendency

The necessity of spreading oneself too thinly over many different jobs due to the heavy work load was considered to be the most undesirable aspect of the superintendency. Insufficient freedom from administrative and clerical duties to permit giving adequate attention to the supervision of instruction and the professional growth of teachers was also considered an undesirable feature. Too much routine paper work, too many evening meetings to attend, and too much overtime were considered other undesirable aspects of the position by more than two-thirds of the superintendents. A similar number considered that writing reports on teachers was also an undesirable feature. More than half of the superintendents considered that they had too many teachers to supervise and that the job was therefore too demanding. The inadequacy of salary was also regarded by a similar number as being an undesirable feature of the position.

Desirable Aspects of the Superintendency

More than ninety per cent of the superintendents considered that the variety in the work, together with the professional freedom experienced, and the great challenge of the position were among the most desirable aspects. The opportunity to work with teachers and

principals, the feeling derived from genuine service to society, and the relationships enjoyed with fellow superintendents were also considered to be among the most desirable features of the position, again by more than ninety per cent of the superintendents and inspectors. The feeling of independence and of security, as well as the opportunity to associate with other professional men in the community were also considered by the great majority of superintendents to be further desirable aspects. The prestige of the position was also considered to be a desirable feature by the majority of superintendents and inspectors.

The Degree of Job Satisfaction Experienced by Superintendents

Deputy ministers of education and chief superintendents of schools, generally, were of the opinion that provincially-employed superintendents were satisfied with their positions. Despite the criticisms which provincial superintendents may appear to have of their job, the data collected indicated that the great majority of them did enjoy their work. Most of them indicated that they "certainly" or "probably" would choose the superintendency as a career if they had the opportunity to begin again. The majority indicated also that there was no educational position which they had enjoyed more than the superintendency. It appeared also, that generally speaking, the majority of those who were superintendents wanted to remain in the superintendency.

Suggestions For Making the Superintendency More Effective

Superintendents offered a great number and a variety of suggestions for making the superintendency more effective. The most

frequently mentioned suggestion, and listed by almost one-third of the respondents was to reduce the size of superintendencies and/or appoint additional staff. It would appear that due to the great size of superintendencies, many superintendents were unable to do their job as effectively as they would wish. A reduction in the actual size of the superintendencies would lead to a reduction in the number of teachers to supervise, as well as in the number of schools to visit and the distances to travel. With a smaller superintendency it was felt that a more adequate job of supervision could be carried out.

A small percentage of the superintendents suggested that consideration be given to offering better salaries to superintendents in order to attract to the provincial service, men of the very highest calibre. In the provinces of Prince Edward Island and Newfoundland, in particular, this suggestion was made by a significant number of inspectors.

Approximately one-fifth of the superintendents suggested that certain other working conditions needed to be improved in order to attract better quality candidates. The suggestions that provisions for educational leave be expanded, and that pension plans in certain provinces be improved was made by some superintendents, while others suggested an improvement in vacation provisions, and an increase in the amount of clerical assistance provided them. Many of the inspectors from Manitoba and Newfoundland, in particular, made suggestions within this latter category.

A plea to free superintendents from much of the routine administrative detail was the suggestion of a small group, while a similar number suggested that there needed to be a clearer definition of the position of the superintendent. In making this suggestion some indicated that the superintendent should be appointed as chief executive officer of the Board, and therefore responsible to it; others suggested that the superintendent should perhaps be locally-employed by the Board itself. Still others intimated that there needed to be a much clearer definition of duties as between the secretary-treasurer and the superintendent, because of the conflicts that appeared to arise when duties, functions and responsibilities were not spelled out clearly and specifically.

VII. SUPERINTENDENCY TURNOVER

The Extent of Superintendency Change

Approximately one half of the superintendents participating in this study were serving in their first superintendency, while the remainder had already served in at least one previous position.

The Reasons for Having Moved from the Previous Superintendency

In discussing the move from their previously-held position, more than half of the superintendents indicated that they had requested a change, while approximately one-third intimated that the Department of Education had invited them to move. It appeared that a superintendent moved from his former position because he regarded his new superintendency as a promotion, as presenting a greater challenge, or as bringing

him closer to a larger city where there were more opportunities for his children. The poor, isolated, or remote location of his former position, or the amount of time spent in travelling, and the necessity of having to be away from home quite often were also considered as important reasons for making the last superintendency change. It can be safely concluded that the majority of superintendents moved from one position to another for personal reasons mainly, but to some extent, because of certain unpleasant working conditions.

Withdrawal from the Superintendency

Withdrawals from the provincial superintendency and inspectorate service in the provinces of Alberta, Ontario, Prince Edward Island, and Newfoundland were more frequent than those from the remaining five provinces. In these latter provinces, the superintendency position appeared to be regarded with much more permanence.

For deputy ministers and chief superintendents in seven of the provinces, superintendency withdrawal did not appear to be a problem. In Newfoundland and Prince Edward Island, however, it was regarded as such, and in these two provinces, the loss of good men from the superintendency was considered by department officials to be due mainly to the low salaries offered.

Why Superintendents Withdraw from the Superintendency

For almost half of the former provincially-employed superintendents their new positions offered better salaries, and this appeared to be the most important reason for having withdrawn from the service.

Increases in salary, particularly for those who had left the provincial superintendency staff to accept similar positions as board employees, were considerable. It became evident that there existed a considerable salary differential between provincially-employed superintendents and those superintendents employed by local school boards.

Slightly more than one-third of the former provincially-employed superintendents intimated that one of their reasons for withdrawal was that their new positions provided a broader and more challenging area of job responsibility. The desire for better living conditions, for better opportunities for their families, and for less travelling appeared to be the other important reasons for withdrawal from the superintendency altogether.

The Positions now held by Former Provincially-Employed Superintendents

More than half of the men who had withdrawn from provincial superintendency service during the period, 1957-1961, had accepted positions as superintendents or assistant superintendents in which they were now employed by school boards, or in a few cases, by the Federal Government in the Department of Northern Affairs. Twenty-five per cent of the former provincial superintendents had obtained positions as professors in universities or as instructors in teachers' colleges, and the remainder had returned to school situations as either principals or classroom teachers. Each of the former provincial superintendents had remained very active in education.

The Service Rendered by Former Superintendents

It was found that while two-thirds of the former superintendents had served in only one superintendency, another quarter had held two such positions, and the remainder had held three or more superintendencies. Almost forty per cent had rendered a total of seven or more years' superintendency service, while a similar number had given between one and three years only. The median number of years' service for the group as a whole was slightly more than five years.

Present Job Satisfaction of Former Provincial Superintendents

Although most of the former provincial superintendents believed that they would be able to return to the provincial service should they choose to do so, the majority were of the opinion that such a step was not likely. It also appeared, that for most of these former superintendents there were no regrets at having left the provincial service. Despite the above, however, the great majority indicated that if given the opportunity to begin again, they would choose the superintendency as a career.

Most of the former provincial superintendents stated that they now held a position which they enjoyed more than the provincial superintendency. There also appeared to be little doubt that the majority of former superintendents intended to continue in their present positions. It was therefore concluded that those who had withdrawn from the provincial superintendency were not likely to return to it.

VIII. A PROFILE OF THE CANADIAN PROVINCIAL-EMPLOYED
SUPERINTENDENT AND INSPECTOR 1960 - 61

General Characteristics of Superintendents

The "typical" provincially-employed superintendent of schools appeared to have a rural or small town background. He tended to be a native of the province in which he held his present superintendency. Almost half of the superintendents had spent the first fifteen years of their lives in communities of less than 1,000, while more than seventy per cent had been raised in communities of less than 5,000. The great majority had attended high school in communities of less than 5,000 people.

The "typical" superintendent was found to be fifty years of age, a married man, with two children. The median age of Canadian provincially-employed superintendents in 1960-61 bore a very close resemblance to that of their American colleagues, as reported in 1958. The median Canadian superintendent of schools appeared to have begun his teaching career at an age of 19.5 years, and had received his first appointment to the superintendency at the age of 39.1 years.

Almost sixty per cent of the superintendents of schools in service in the 1960-61 school year had been appointed during the ten year period, 1951-1960, while more than three-fourths of them had been appointed since the end of World War II, i.e. 1945-1960.

The Academic and Professional Preparation of Superintendents

A total of 83.0 per cent of the superintendents had taken as their first university degree, the Bachelor of Arts, in which they tended to have majored in English and/or history, or mathematics and/or science. Comparatively few superintendents had earned as their first university degree a B.Sc., or a B.Comm., but the B.Ed., was becoming increasingly common as the first degree earned in certain provinces. Comparatively few superintendents had chosen under-graduate majors in foreign languages or the social sciences.

One-fourth of the superintendents had earned additional university degrees since their first appointment. A little more than half of these had been awarded degrees at the bachelor level, while the majority of the remainder had earned master's degrees. Only 1.5 per cent had earned doctorate degrees since their first appointment to the superintendency.

Almost ninety per cent of the superintendents had undertaken post-graduate study of some kind, although in Prince Edward Island and in Newfoundland, comparatively very few of the superintendents had done so. For more than three-quarters of the superintendents, post-graduate degrees had been successfully completed, although a little more than half of these were either a B.Ed. or a B.Paed. While approximately one-third of the superintendents had earned master's degrees, in only two provinces (New Brunswick and Nova Scotia) did more than half of the superintendency staff have a master's degree or better. Of the

superintendents, only 2.2 per cent had earned a doctorate degree. Almost one-fourth of the superintendents held no post-graduate degree of any kind.

It was found that the majority of Canadian superintendents had received both their undergraduate and graduate training in colleges and universities located within the province of their present superintendency. While approximately half of the superintendents reported having attended only one university, only 6.1 per cent had attended three or more different institutions of higher learning.

A little more than one-quarter of the superintendents were actively engaged in studying for further university degrees. Approximately one-fifth were working towards master's degrees, and 5.0 per cent were actively pursuing studies toward a doctorate.

Only 13.0 per cent of Canadian provincially-employed superintendents and inspectors had completed a thesis or dissertation, although a few were actively pursuing such an investigation. While one-tenth of the superintendents had written a master's thesis, only 2.4 per cent had completed the major undertaking of a doctoral dissertation.

It would appear that superintendents were generally satisfied with the quality of their graduate programmes as preparation for their superintendency positions. Of the 352 superintendents responding, almost eighty per cent rated their programmes of graduate study as either "good," "very good," or "excellent."

Slightly more than half of the superintendents considered themselves adequately prepared for their positions. The remainder indicated

they had not undertaken further studies because of the problem of getting time off, because they were getting too old, or because financially it was too difficult for them to contemplate. Approximately one-fifth of the superintendents, however, indicated that they were planning to take further studies in the future.

The five fields of study that superintendents considered of most importance in relation to their work, and ranked according to their degree of importance were Supervision, Teaching Methods, Curriculum, Philosophy of Education and Public Relations.

The Experience of Superintendents

The median number of years spent as a superintendent was found to be 7.9, although provincial medians ranged from 5.0 years in Newfoundland, to 11.8 in Saskatchewan. While approximately one-quarter of the respondents had been superintendents for between one and three years, another quarter had spent more than fifteen years in the provincial service.

Any thought that school superintendents as a whole were a highly mobile group, changing positions every three or four years, was not substantiated by this study. Slightly more than half of the superintendents participating in this survey reported that their present position was their first and only superintendency. While only one superintendent from all four Atlantic provinces had served in more than two different school districts, from across Canada as a whole, approximately one-fifth of the superintendents had done so. It appeared that superintendents and inspectors from the four Western Canadian provinces and

from Ontario tended to be more mobile than their colleagues in the Atlantic provinces, where the practice was to settle in on particular location of the province and remain there until retirement. There appeared to be no interchange of superintendents and inspectors from one province to another.

The median length of time that superintendents had held their positions was 4.5 years, although this median figure ranged from 2.2 years in British Columbia, to 7.8 years in Prince Edward Island.

Canadian provincially-employed superintendents were found to be educators with considerable experience. The median total experience in education represented in the superintendency force was found to be almost thirty years. However, it appeared that the majority of superintendents had given educational service only in that province of their superintendency. Few had had any teaching experience in provinces other than those of their superintendency, and only two per cent of the superintendents had had any educational experience in countries overseas. Comparatively few superintendents and inspectors had had experience as university professors or instructors in teachers' colleges.

One-quarter of the superintendents reported having held non-educational positions at some time or another. In addition, approximately one-quarter of the superintendents reported having had experience in the Armed Services, in which about two-thirds of them had served as education officers, flying instructors or administrative personnel.

CHAPTER XXVIII

RECOMMENDATIONS

As a result of information obtained in the course of this investigation, the following recommendations are submitted as possible courses of action regarding the methods of selection and the working conditions of provincially-employed superintendents.

I. RECRUITMENT PROCEDURES

It does not appear possible to propose a specific procedure to be followed by all provincial departments of education when a new superintendent of schools is to be selected. It would seem that the exigencies of each province determine the specific phases of the selection process to be emphasized, minimized or omitted. However, it would appear that the recruitment and selection procedures for the provincially-employed superintendent in several provinces of Canada should be carefully reviewed. There would seem to be a need in some provinces for a more systematic programme to identify and recruit potential school superintendents. Very few departments of education indicated the existence of such a programme within their province, and potential superintendents may well be spending unnecessary years in the field of teaching for the lack of someone to facilitate their entry into the superintendency or inspectorate.

University graduate schools of education might also be encouraged

to take a more active part in identifying and recruiting good prospects for the superintendency. The fact that a person has taken courses at the graduate level in educational administration does not necessarily mean that he is qualified to be a school superintendent. However, individuals with desirable personal qualities and abilities should be looked for and recognized by university professors, and encouraged to prepare for the position of school superintendent.

The practice adopted in some provinces of inviting superintendents in the field to nominate potentially suitable candidates for the superintendency would appear to have much merit. Other provinces might well be advised to adopt such a procedure as a means of identifying or locating suitable candidates.

While several deputy ministers and chief superintendents of schools indicated that they would consider applications for the superintendency from educators outside of their province, the fact was that few, if any, such appointments had ever been made. Indeed, it would appear that little is done to encourage applications from outside the province. Perhaps the question is whether the greater knowledge of local provincial laws and customs should outweigh the fresh viewpoint of candidates from other provinces. It would appear that some departments of education feel that they are obliged to offer the position to local leadership which has been trained at the expense of the province. Weighed against this, is the suggestion that there may be a danger of professional inbreeding by always employing local provincial leadership. Furthermore, where there is continual promotion

from within, the province may not profit from an infusion of new ideas. Although a province's educational problems may be better understood as a result of a preponderance of that province's trainees in the superintendency, there is still the possibility that broad perspective and vision may give way to short-sighted provincialism. Therefore, while a working knowledge of a province's educational system, gained from actual personal experience in the province may be considered by many to be a prerequisite for the position of superintendent, such need not necessarily be so. An appointee, new to a particular province, may be for a time at a slight disadvantage. However, if he has been carefully selected in the first place, is well qualified, and possesses the necessary skills and knowledge, he may well be able to acquaint himself with the system and the requirements of the position in a comparatively short time. It would seem that if provincial departments of education are able to attract highly capable and competent candidates from outside of their provinces, they could well afford to give them such a time to adjust, for this apparent disadvantage of unfamiliarity does not appear to be insurmountable. Indeed, among the provinces there are many similarities in both the organization and the administration of education.

If the profession of the superintendency is to be upgraded, and if high standards of academic ability and professional competency are to be required and demanded, then it is to be expected that certain provincial departments of education may have to go outside of their provincial boundaries to attract into their service the best

applicants. It is not uncommon for large city educational systems in this country to advertise from coast to coast in their quest for top calibre superintendents. In view of this, one may well question whether departments of education can afford not to seek out the best possible candidates for their positions. Provincial departments of education might be well advised, therefore, to consider disregarding provincial boundaries as a wall against consideration of qualified candidates.

The typical Canadian provincially-employed superintendent of schools was found to have had a rural or small town background of experience. It would appear that very few, comparatively, had come by way of the larger city systems. While it may be difficult to attract into the provincial superintendency service these experienced and well qualified men from the larger city systems, it would seem that such men may have not only a contribution to make, but a wealth of experience to bring to the position. Therefore, it would seem that every effort should be made to both attract and invite into the provincial superintendency service, educators and administrators from the larger city systems.

In six of the provinces included in this study, it was found that the responsibility for teacher training came within the jurisdiction of departments of education. In these provinces, instructors for the Teachers' Colleges and Normal Schools were recruited and appointed by the departments of education concerned. Investigation revealed that there was comparatively little transfer of personnel from these Teachers'

Colleges and Normal Schools to the inspectorate staff. However, it would seem that experience in a Teachers' College would be of great benefit to an inspector in the field. Here again, the situation in Canada presented somewhat of a contrast to what is established practice in several other British Commonwealth countries. In Great Britain, Australia, and New Zealand, for example, many inspectors are recruited from the staffs of Teacher Training Colleges. It would appear that service in a Teachers' College might well provide a potential candidate for the superintendency or inspectorate with valuable experience. Therefore, provincial departments of education might be well advised to consider the professional personnel of Teachers' Colleges and Faculties of Education as a source of potential candidates for the superintendency and inspectorate.

II. METHODS AND CRITERIA TO BE USED BY DEPARTMENTS OF EDUCATION IN MAKING SELECTIONS FOR THE SUPERINTENDENCY

Age as a Criterion in Selection

In certain provinces, a few superintendents selected for the position were more than fifty years of age at first appointment. Unquestionably, maturity is an important factor in the selection of superintendents. However, attention should be drawn to the fact that such older appointees have a limited span of service to offer to this very responsible position, and that in a relatively short time the departments of education concerned will again be searching for other

candidates. Appointment to the superintendency should not be regarded as a reward for long service. Rather, it should be sought after and awarded only to those who, having met certain standards and qualifications, possess the necessary skills and knowledge, and demonstrate qualities of educational leadership which qualify them to occupy the position.

Experience as a Criterion in Selection

The career line to the superintendency in Canada, generally speaking, was found to be through the principalship. However, departments of education may be well advised to give consideration also to candidates for the superintendency who have not had principalship experience.

The professional experience of most candidates for the superintendency immediately prior to their appointment was found to be generally in the field of secondary education. Outside of Ontario, comparatively few had been teaching or administering in the elementary grades immediately prior to appointment. It would appear, therefore, that those superintendents who have had little or no experience in the field of elementary education may need to give special attention to learning and understanding the programme of the elementary school, either before appointment, or immediately upon appointment, if they are to be most effective in their position.

It would seem also that less reliance be placed on experience per se as a criterion for entry into the superintendency. Rather, it

is recommended that more emphasis be given to the acquiring of the necessary skills, attitudes and understanding considered necessary for success in the position.

Academic and Professional Preparation as a Criterion in Selection

Entrance qualifications for the superintendency and inspectorate would appear to be in need of upward revision. Comparatively few superintendents at appointment had earned a master's degree and very few indeed (0.9 per cent) had earned a doctorate degree. If the superintendent is to be accorded the respect of his staff, his board, and his publics, a high standard of academic qualification entrance must be expected and demanded of all those who aspire to the position.

The Canadian Association of School Superintendents and Inspectors (CASSI), the various provincial departments of education, and universities should all make a co-operative effort to improve the professional and academic standards of entrance for the position of provincially-employed superintendent of schools.

It is recommended that a master's degree or its equivalent, and some post-graduate study in educational administration be regarded as the minimum qualification to be expected of a candidate for the position of superintendent. This minimum of professional preparation would appear to be essential for the superintendent if he is to provide the educational leadership needed to perform his duties efficiently.

It is further recommended that a statement of the qualifications required of candidates for the position of superintendent be developed and published in the School Act or Regulations of each province where

such is not now the practice. This might then ensure that only those suitably qualified could be considered for appointment.

In order to obtain a broader perspective, superintendents should be encouraged to pursue programmes of study in universities located outside of their resident province, as well as in those institutions close at hand. In order to facilitate such an arrangement, departments of education may have to make a greater and more concentrated effort to provide their superintendents with the necessary time for the pursuit of such studies. In this way, also, more superintendents may be encouraged to pursue university studies for degrees at the post-graduate level.

It would seem that the professional preparation of school superintendents must increasingly occupy the attention of those who are concerned with the professionalization of the superintendency. Current training programmes would appear to be in need of substantial improvement and should be examined to determine their strengths and weaknesses. Current and projected requirements should be studied so as to develop training programmes which will run more nearly parallel to recognized trends. Such studies may well lead to the definition and development of a body of knowledge considered to have particular relevance to the superintendency.

Much progress might be made by establishing internship programmes for graduate students in educational administration where potential superintendents would have the opportunity to practise the best methods of educational administration under capable supervision. The internship

programme should be planned to permit practice under approved, capable administrators and should offer the intern a variety of experiences. Such a programme of internship could do much towards providing better qualified personnel for the superintendency. The intern fellowship programme developed for the provincial superintendency in Alberta affords an example of such a programme in operation. In this province, superintendents in the field are invited to nominate suitable appointees to the provincial staff. Upon selection, these candidates are required to pursue some graduate study and then undertake a short period of internship in preparation for the responsibilities of the superintendency. Developed in close co-operation with the University of Alberta, this programme has been established on a more formal basis in recent years and is known as The Intern Fellowship Program For the Alberta Superintendency.¹

It is well established that teaching is one of the occupations which merits professional status and which should be subject to certification. The primary purpose of teacher certification, as traditionally administered in Canada, is to protect the provinces against incompetent teachers. Properly administered, certification may be made a positive force for educational advancement, as well as a protective device. Within limits it may be made to advance teacher competency, as well as to prevent manifest incompetency.

If the provincial superintendency is to emerge as a profession

¹See Appendix N for an outline of this Internship Programme.

it would seem that its professional status needs to improve. There would, therefore, appear to be merit in the suggestion that a Superintendent's Certificate be established in all provinces, and that the possession of this certificate be a pre-requisite for appointment. It is realized that among the major problems to be faced in establishing provincial certification requirements for superintendents are those of establishing a clear description of the professional tasks to be undertaken, as well as determining the qualifications which the candidate should possess before a certificate is granted. However, if introduced and established, such a provincial certification requirement for the superintendency in all provinces might ensure a better quality of educational leadership in Canadian school districts.

Sex as a Criterion in Selection

The reason for the fact that the superintendency and inspectorate in Canada is almost a monopoly of the male sex is perhaps open for conjecture. It would indicate that perhaps the traditional bias against women still exists, for in Great Britain, Australia and New Zealand, for example, the employment of women inspectors is not an uncommon practice. Do women show the same characteristics of educational leadership as men? Is woman power effectively used in educational administration at the inspectorate level? Can and should women compete in this field? With questions such as the above yet to be answered, it is recommended that studies on the role of women in educational administration today be undertaken.

Other Criteria in Selection

It would appear desirable that consideration be given to the use of tests of physical fitness and examinations of a medical nature to ensure adequacy of health on the part of candidates for the superintendency.

III. THE CONDITIONS OF EMPLOYMENT

The Work Load

(a) Size of the superintendency. It appeared that many superintendents were superintending school districts that were too large for them, particularly in the number of school boards with which they were expected to work. In many districts also, it was apparent that superintendents were finding it difficult to allot sufficient time to the supervision of teachers, and this was particularly true in the rural school districts that covered large areas. It would seem that particularly in these districts more supervisory time should be available for the guiding, advising, stimulating and motivating of teachers. All of the pupils in all schools, whether in small one-room schools in outlying districts, or in large city schools, are individually important, and no effort should be spared in an endeavour to ensure that the children in remote areas receive an education that is comparable in quality, as far as this is possible, with that provided in the city schools. This is a major problem and one that requires constant attention. It is the small rural schools, often in outlying localities, that need most supervision, and every possible effort should be made to improve the standard

of education in them.

Steps need to be taken, therefore, to relieve some superintendents of part of their supervisory load, in order that a greater proportion of their time and effort might be devoted to the more important phases of their work - the provision of educational leadership, the improvement of instruction and the professional growth and improvement of teachers. It is, therefore, recommended that additional superintendencies be established with the consequent hiring of additional superintendents to staff them.

It is further recommended that school boards be encouraged to hire their own supervisory assistants or assistant superintendents whose major functions will be to assist the superintendents in performing their major tasks. It would appear that with the employment of such assistants, provincial superintendents might then be able to allocate their time more desirably and more effectively.

(b) Clerical assistance for superintendents. It appeared also that for greater efficiency many Canadian superintendents required more clerical assistance. Especially was this true in the provinces of Manitoba, Prince Edward Island and Newfoundland where no such assistance was provided at all. Again, in certain other provinces several superintendents, particularly those in the smaller rural areas, reported an inadequacy of clerical assistance. It appeared that in these provinces departments of education had made insufficient provision in this regard for their superintendents in the smaller rural units. Now, while the

amount of clerical assistance is not directly proportional to the number of pupils, teachers or school buildings within a basic administrative unit, it would appear that a smaller school unit having all the elementary grades and perhaps only a few high school centres may have as great a range of problems as some of the larger centres. In many ways, the superintendent in the small community has more problems than his counterpart in the larger community, because in the latter, there are likely to be found assistant superintendents, supervisors of special grade levels or subjects, to give assistance in the many sides of education. In the smaller superintendency, however, all the various phases of school activity are maintained and must be organized and administered directly by the superintendent, in many cases.

Furthermore, many superintendents were of the opinion that routine administrative duties tended to encroach too largely upon their supervising time and that, therefore, they needed more clerical assistance. It is therefore recommended that some means be found of supplying these superintendents with adequate clerical assistance. With such adequate clerical assistance provided, these routine administrative duties would encroach less upon the time set aside for the more important aspects of the position, those of providing educational leadership and promoting the professional growth of teachers.

Nor is the situation where the superintendent is expected to work out of his own home a good one. It is therefore recommended that for the purposes of performing their functions as inspectors, all incumbents in the provinces of Manitoba, Prince Edward Island, and Newfoundland be

provided with suitable office accommodation and facilities outside of their own homes.

Superintendents' Salaries

If, in our present society, prestige is measured by both position and monetary reward, then it is evident that in recent years, the prestige of superintendents has perhaps suffered because of salary. The loss of good men from the inspectorate service in Prince Edward Island and Newfoundland appeared to be due in part to the low salaries offered.

It would appear, that in most provinces unless superintendents' salaries are augmented, or unless candidates disregard financial loss, the most likely new prospects for the superintendency will be younger men, who have not advanced far along the salary increment ladder; men who have not completed much advanced training; and men who are not administrators of large schools. For these, a sizeable reduction in salary would not be necessary.

Since the salaries paid to superintendents in certain provinces tended to act as a deterrent in the acquisition of the most highly-trained and experienced personnel as future superintendents, it would appear that upward revisions seem necessary. If highly qualified and competent personnel are to be attracted out of the classrooms and principalships into the superintendency, the financial rewards must be at least equally attractive. Beginning salaries for superintendents should probably not be lower than the average of the salaries paid to the best remunerated principals in the province. Although salary scales for superintendents have been revised several times in recent

years, an examination of the top salaries payable to superintendents in all provinces showed them to be still below the salaries of some of their highest paid principals. If, as a result of his placement on the civil service salary schedule, the provincially-employed superintendent is unlikely to receive a salary higher than that of his subordinate administrators, the solution as arrived at in British Columbia would appear to have merit. In this province, a school board is authorized under the School Act to pay an additional administrative allowance to its provincially-employed superintendent of schools in return for services rendered to the board concerned. Such a solution would appear to be worthy of consideration in an endeavour to improve the salary position for superintendents in other Canadian provinces.

Annual Vacations for Superintendents

It would appear that a greater sense of satisfaction would result if an annual vacation of four weeks could be provided for all provincially-employed superintendents. Most board-employed superintendents are entitled to an annual vacation of a month, and it would seem that such an allowance could be granted to provincially-employed superintendents without it having any adverse effect on education in the school districts concerned. It would appear that because they are civil servants and subject to civil service regulations, provincially-employed superintendents are permitted only the same vacation period accorded other civil servants. This particular working condition for many provincial superintendents caused some unpleasantness, and for others, considerable dissatisfaction.

Pensions For Superintendents

It would appear that the establishment of a pension ceiling of \$6,000 for superannuated superintendents in Saskatchewan did effect a hardship on many of the retiring superintendents, and was the cause of strong resentment among men in this province. There would appear to be little justification for such a limitation being placed on pension payments, and its removal would lead to greater satisfaction among the provincial superintendency staff of this province, as well as perhaps attracting into the service more potentially suitable candidates. It is recommended, therefore, that the possible removal of this ceiling be investigated.

The fact that in Ontario only seventy per cent of an inspector's teaching years were credited for superannuation purposes was also cause for dissatisfaction among the Ontario staff. Again, there would appear to be little justification for such a step, and consideration should be given to the possibility of removing this limitation. This limitation is likely to act as a deterrent to men interested in joining the provincial inspectorate service in Ontario.

Educational Leave For Superintendents

It is recommended that more adequate provision be made by departments of education in certain provinces for programmes of educational leave for superintendents. It appeared that if such programmes were made available, superintendents might be encouraged to keep abreast of their field and to upgrade themselves. Such programmes could well

be regarded as investments in the superintendency. Furthermore, it is recommended that if, and when such educational leave programmes are established, that the details of these be clearly stated and made available in writing to all superintendents.

IV. THE POSITION OF THE PROVINCIALY-EMPLOYED SUPERINTENDENT

Early in this investigation it was indicated that statements of the powers, duties and responsibilities of provincially-employed school superintendents and inspectors are specifically set out for most provinces in their school acts or school regulations. In some of the provinces, the duties and responsibilities of the superintendent are spelled out in considerable detail; in others, the school act simply states that the superintendent shall be assigned to a school district by the Minister of Education, who shall instruct him in his duties. In practice, however, the duties assigned by the Minister or by the school act vary little from province to province.

By tradition and law, the provincially-appointed superintendent or inspector of schools acts in administrative, supervisory and advisory capacities in order to direct those activities which are necessary for the attainment of educational objectives in his district. His duties include not only those tasks which an inspector is required to carry out for the Department of Education, but also those to be performed for the local school district. As a result, the provincially-employed

superintendent by statute is, and always has been required to serve in this dual capacity.

It is the dual nature of the superintendent's role that has caused several educators to question the desirability of the continued employment of superintendents by provincial departments of education. Because the provincially-employed superintendent must endeavour to serve two masters, it is recommended for those provinces, where legislation does not already permit, that legal provisions be made whereby a school district may appoint its own superintendent in lieu of a provincially-employed superintendent.

In making such provisions for local appointment, departments of education, in their provincial regulations, could specify the minimum qualifications and experience to be required of all candidates seeking office, and if necessary, give approval to all appointments. The reasons for making this recommendation that superintendents be locally-employed are as follows:

In the first place, it would seem educationally more desirable for a superintendent to be employed by a local school board rather than by the provincial Department of Education. Where a school board undertakes to employ and appoint its own superintendent, far more responsibility may be placed upon him for the successful and effective operation of the school system. If, in his school district, there are situations which require attention, the onus is upon him to attend to these situations or to take some appropriate and effective action. This is simply

making the locally-employed superintendent responsible for the practices existing in his school system. A provincially-employed superintendent, on the other hand, has a responsibility to inform his board of situations requiring attention and is expected to advise the board accordingly how best to remedy these situations. However, the responsibility of implementing these recommendations is not necessarily contingent upon him. Furthermore, the board may or may not accept the provincial superintendent's advice and suggestions, and this is their prerogative. Herein, it would seem, lies one of the major differences between local and provincial appointment. Again, as an executive officer of a board, a locally-employed superintendent is held responsible for the overall direction and supervision of the entire educational enterprise in the district and may be held accountable in large measure for its effectiveness.

Furthermore, it would seem that the existing situation whereby the salary of the provincially-employed superintendent in certain provinces is lower than that of his subordinate administrators (assistant superintendents, supervisors and principals who are employed locally) should not continue. If men of the required ability, experience and educational background are to be attracted to the superintendency, this would further indicate the desirability of local employment of superintendents.

In recent years much has been said and written concerning the increasing importance of the superintendency position and the changing

role of the superintendent. It would seem that if local school boards could employ and appoint their own superintendents, these appointees would be obliged to superintend their districts more skillfully. In order to do this they would need to demonstrate greater insight regarding the role of education in society; to conceive more adequately the needed components of school programmes in their communities; to build effective organizations to implement such programmes; and to increase the understanding and support for the programmes with which they are charged. These, it would seem, constitute the important functions for the school superintendent of today.

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APPENDICES

THE UNIVERSITY OF CHICAGO
PRESS
CHICAGO, ILLINOIS

APPENDIX A

LIST OF SUPERINTENDENTS AND INSPECTORS
OF SCHOOLS PARTICIPATING
IN THE PILOT STUDY

PROVINCENAME

British Columbia

K. F. Alexander

C. C. Bissell

F. J. Orme

C. T. Rendle

Alberta

E. J. M. Church

J. R. S. Hambly

F. Hannochko

J. C. Jonason

W. S. Korek

L. W. Kunelius

C. M. Lavery

R. C. Ohlsen

H. R. Ross

L. D. Stewart

Saskatchewan

J. Belan

H. L. Howell

R. E. Lovgren

A. G. McBeath

V. A. Nordquist

N. W. Scott

N. W. J. Sherman

PROVINCENAME

	A. O. Smith
	J. E. Webb
Manitoba	J. N. Belton
	C. S. Bollman
	L. A. Floyde
	D. R. Thom
Ontario	D. Steinhauer
	L. W. Clarke
	G. J. Goman
	M. C. Napper
	J. R. M. Peat
	C. W. Young
New Brunswick	A. Savoie
Nova Scotia	B. B. Barteaux
	A. J. Saulnier
Prince Edward Island	H. J. Hynes
	W. W. Currie
Newfoundland	E. J. Dunphy
	O. R. Lawrence

PROVINCENAME

Quebec

M. Boulard

P. Desaulniers

R. Finn

L. Girard

APPENDIX B

QUESTIONNAIRE TO SUPERINTENDENTS
AND INSPECTORS

(See Page 928)

APPENDIX C

COPIES OF LETTERS

Office of the Superintendent
Three Hills School Division #60
Trochu, Alberta
April 1, 1961

Dear Fellow Superintendent or Inspector:

As the accompanying letter indicates, I am undertaking a study entitled: "The Methods of Selection and the Conditions of Employment of Canadian Superintendents and Inspectors of Schools." Because this is a large scale Canadian study, I am writing to request your assistance in this matter.

Enclosed, you will find a questionnaire which I would greatly appreciate your completing. You are one of thirty superintendents and inspectors selected from among the ten provinces of Canada to complete this questionnaire on a preliminary basis. I would, therefore, appreciate your comments and criticisms of this questionnaire. Perhaps you would be prepared to indicate the suitability and applicability of certain of these questions to superintendents and inspectors in your province. In a very short time, all provincially-employed superintendents and inspectors in your province will receive such a questionnaire to complete. I know that you are very busy, and while this questionnaire may be very long, most of the questions are such that a check (✓) mark is all that is required to answer them.

I would greatly appreciate, therefore, your answering the questions. I do feel that this study, when completed, will be of interest and value to all superintendents and inspectors across Canada. I am, therefore, hoping for a good response from you -- my colleagues. If convenient, I would like this questionnaire to be returned by April 20, 1961. I have enclosed a stamped addressed envelope for your convenience.

Again, my grateful thanks.

Sincerely yours,

Leonard P. Sampson
Superintendent of Schools

LPS:ir
Enc.

C. R. MACLEOD
PRESIDENT
451 PARK ST. W.
WINDSOR, ONT.

K. A. PARKER
PRESIDENT-ELECT
140 RICHMOND ST.
CHARLOTTETOWN, P.E.I.

R. F. E. HARVEY
PAST PRESIDENT
2606 CASCADE ST.
SASKATOON, SASK.

V. N. AMES
EXECUTIVE-SECRETARY
57 FAIRLEIGH AVE. S.
HAMILTON, ONTARIO

NAL VICE-PRESIDENTS:

C. JONASON
4 - 118TH ST.
EDMONTON, ALTA.

C. ATKINSON
JOHN ST.
HALIFAX, N.B.

A. RATH
1 WELLINGTON ST.
TORONTO 3, ONTARIO

*Canadian Association of
School Superintendents and Inspectors
L'Association canadienne d'inspecteurs et de surintendants d'écoles*

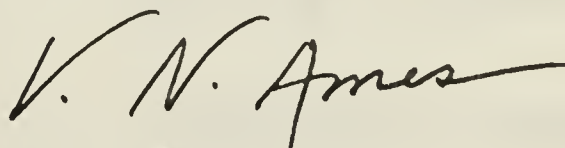
57 FAIRLEIGH AVE. S.
HAMILTON, ONTARIO

Dear Fellow Superintendents and Inspectors:

Mr. Leonard P. Sampson has been selected to undertake a study on behalf of the Canadian Association of School Superintendents and Inspectors. Mr. Sampson, who is a Superintendent of Schools with the Department of Education in Alberta, is to conduct an investigation entitled, "The Methods of Selection and the Conditions of Employment of Canadian Superintendents of Schools." It is felt that this study will be one of great value and interest to all superintendents and inspectors across Canada. The Canadian Association of School Superintendents and Inspectors is therefore requesting your earnest co-operation in this study. Any assistance that you are able to render Mr. Sampson in his undertaking would be sincerely appreciated.

In as much as this topic is of wide interest to school administrators, we trust that you will find it convenient to take time from your busy schedule to participate in this study.

Sincerely yours,



V. N. Ames,
Executive-Secretary.

C. R. MACLEOD
PRESIDENT
451 PARK ST. W.
WINOSOR, ONT.

K. A. PARKER
PRESIDENT-ELECT
140 RICHMOND ST.
CHARLOTTETOWN, P.E.I.

R. F. E. HARVEY
PAST PRESIDENT
2606 CASCADE ST.
SASKATOON, SASK.

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1 WELLINGTON ST.
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*Canadian Association of
School Superintendents and Inspectors*

L'Association canadienne d'inspecteurs et de surintendants d'écoles

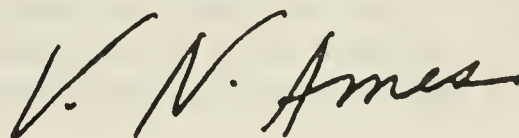
57 FAIRLEIGH AVE. S.
HAMILTON, ONTARIO

Chers Collègues, Surintendants et Inspecteurs:

M. Léonard P. Sampson a été choisi pour entreprendre des recherches en faveur de l'Association Canadienne des Surintendants et Inspecteurs d'Ecoles. M. Sampson, qui est Surintendant d'Ecoles pour le Département d'Education d'Alberta, doit procéder à une enquête intitulée, " Les Méthodes de Sélections et les Conditions de Travail des Surintendants d'Ecoles, Canadiens." Il semble que cette étude sera d'une grande valeur et d'un vif intérêt à tous les surintendants et inspecteurs à travers le Canada. L'Association Canadienne des Surintendants et Inspecteurs requiert donc votre sincère coopération dans cette recherche. Quelque assistance que vous pourriez rendre à M. Sampson dans cette entreprise sera grandement appréciée.

Du fait que ce sujet est d'un grand intérêt aux administrateurs d'écoles, nous comptons que vous y consacrerez le temps nécessaire malgré votre programme déjà surchargé.

Sincèrement vôtre,



V. N. Ames,
Secrétaire de l'Exécutif.

Office of the Superintendent
Three Hills School Div. #60
Trochu, Alberta
May 15, 1961

Dear Fellow Superintendent or Inspector:

As the accompanying letter indicates, I am undertaking a study entitled: "The Methods of Selection and the Conditions of Employment of Canadian Superintendents and Inspectors of Schools."

This research study is under the sponsorship of the Canadian Association of School Superintendents and Inspectors. The Division of Educational Administration of the Faculty of Education at the University of Alberta is also directly concerned with the supervision of this study, and I do feel that an investigation such as this will prove both useful and valuable to all superintendents and inspectors across Canada.

Inasmuch as this topic is of interest to all inspectors and superintendents, may I enlist your support by requesting that you complete the enclosed questionnaire and return it to me at your earliest convenience. I fully realize that your schedule is already a very busy one, but if you could possibly assist me in this way, I would be much obliged and your co-operation would be greatly appreciated indeed. Many of the questions are so arranged that often a check (✓) in the appropriate place is all that is required.

I have contacted the chief inspector of schools in your province informing him of the nature of this study and I understand that he has already enlisted your support on my behalf. In a study such as this, a high percentage of returned, completed questionnaires is both desirable and necessary if results are to have any validity at all. Therefore, as a fellow superintendent, I am hoping for a good response from my colleagues in your province and I trust that you will find it convenient to oblige me.

May I emphasize that any information given in this questionnaire will be kept strictly confidential, and no district or persons will be mentioned specifically in the treatment of the data.

A self-addressed stamped envelope has been enclosed for your convenience. Thank you most sincerely for your co-operation.

Yours gratefully,

Len Sampson
Superintendent of Schools

LS:ep
Enc.

Office of the Superintendent,
Three Hills School Division #60,
TROCHU, Alberta,
June 1st, 1961.

To Fellow Superintendents or Inspectors:

May I take this opportunity to convey to you my sincere thanks for returning to me my somewhat lengthy questionnaire. The fact that you took time out from your already busy schedule to do this, is greatly appreciated and I am indeed most grateful to you.

As I indicated in my previous letter, I am undertaking this study of Canadian Superintendents and Inspectors of Schools under the sponsorship of the Canadian Association of School Superintendents and Inspectors. I feel that a study such as this will prove useful to superintendents and inspectors across the country and I am hoping for a good response from my colleagues in your province.

Again my sincere thanks for your efforts on my behalf. Your promptness in returning my questionnaire is greatly appreciated.

Cordially yours,

Len Sampson,
Superintendent of Schools.

LPS/ps

Office of the Superintendent,
Three Hills School Division #60,
TROCHU, Alberta,
June 20th, 1961.

Dear Fellow Superintendent or Inspector:

May I take this opportunity to convey to you my sincere thanks for returning to me my somewhat lengthy questionnaire. The fact that you took time out from your already busy schedule to do this, is greatly appreciated and I am indeed most grateful to you.

In making the responses on your Questionnaire, however, it would appear that you have inadvertently omitted to answer certain of the questions. In a study such as this, a high percentage of fully completed questionnaires is both desirable and necessary if results are to have any validity at all. Therefore, I am taking the liberty of returning your Questionnaire to you in the hope that you will answer those sections which I have indicated as requiring completion.

As I indicated in my previous letter, I am undertaking this study of Canadian Superintendents and Inspectors of Schools under the sponsorship of the Canadian Association of School Superintendents and Inspectors. The Division of Educational Administration of the Faculty of Education at the University of Alberta is also directly concerned with the supervision of this study, and I do feel that an investigation such as this will prove both useful and valuable to all superintendents and inspectors across Canada.

May I again emphasize that any information given in this questionnaire will be kept strictly confidential, and no district or persons will be mentioned specifically in the treatment of the data.

A self-addressed stamped envelope has been enclosed for your convenience, and may I again thank you most sincerely for your co-operation.

Yours gratefully,

Len Sampson
Superintendent of Schools

Office of the Superintendent,
Three Hills School Division #60,
TROCHU, Alberta,
June 28th, 1961.

Dear Fellow Superintendent or Inspector:

Some time ago I forwarded to you a somewhat lengthy questionnaire in connection with a research study I am presently undertaking. This study is entitled, "The Methods of Selection and The Conditions of Employment of Canadian Superintendents and Inspectors of Schools." I have been selected by the Canadian Association of School Superintendents and Inspectors to undertake this study which should prove of value to all Superintendents and Inspectors across Canada.

No doubt my questionnaire reached you at a very busy time indeed, and because of the pressure of other commitments you have been unable to give it your attention. Perhaps during the summer months you will find time to answer the questionnaire and this action would certainly be greatly appreciated.

The response already from your province has been most encouraging indeed and I am most anxious to obtain replies from all Superintendents and Inspectors if the results are to have any validity at all. Your co-operation will be greatly appreciated and I do hope it is convenient for you in the next few weeks to complete this questionnaire. You will recall that a stamped addressed envelope was enclosed for your convenience.

Cordially yours,

Leonard P. Sampson
Superintendent of Schools

BOW RIVER SCHOOL DISTRICT

NO. 1059

Office of the Superintendent
4025 - 14th Avenue S.E.

FOREST LAWN, ALBERTA

October 2, 1961.

Some time ago I forwarded to you a somewhat lengthy questionnaire in connection with a research study I am presently undertaking. This study is entitled, "The Methods of Selection and The Conditions of Employment of Canadian Superintendents and Inspectors of Schools." I have been selected to undertake this study which should prove of value to all Superintendents and Inspectors across Canada.

No doubt my questionnaire reached you at a very busy time indeed, and because of the pressure of other commitments you have been unable to give it your attention. Perhaps during the next few weeks you will find time to answer the questionnaire and this would certainly be greatly appreciated.

The response already from your province has been most encouraging indeed and I am most anxious to obtain replies from all Superintendents and Inspectors if the results are to have any validity at all. Your co-operation will be greatly appreciated and I do hope it is convenient for you in the next few weeks to complete this questionnaire. You will recall that a stamped addressed envelope was enclosed for your convenience.

If you have mislaid your questionnaire, let me know and I would be pleased to forward you another copy. You will note that there has been a change in my address.

Again, my sincere thanks.

Cordially yours,

Leonard P. Sampson
Superintendent of Schools

LPS:LG

BOWNESS SCHOOL DISTRICT, NO. 4590

Office of the Superintendent

Parkway School, 85th St. & Bowness Rd.
Sub P.O. 55, Calgary

288-5451-2-3

BOWNESS, ALBERTA

I am writing to you again as I am most anxious to obtain your kind assistance in the following matter:

Several weeks ago I forwarded to you a somewhat lengthy questionnaire in connection with a research study I am presently undertaking. This study is entitled, "The Methods of Selection and the Conditions of Employment of Canadian Superintendents and Inspectors of Schools." I have been selected by the Canadian Association of School Superintendents and Inspectors to undertake this study which should prove of value to all Superintendents and Inspectors across Canada.

No doubt my questionnaire reached you at a very busy time indeed, and because of the pressure of other commitments you have been unable to give it your attention. Perhaps during the next few weeks you will find time to answer the questionnaire and this would certainly be greatly appreciated.

The response already from my colleagues in your province has been most encouraging indeed and I am most anxious to obtain replies from all Superintendents and Inspectors if the results are to have any validity at all. Your co-operation will be greatly appreciated and I do hope it is convenient for you in the next few weeks to complete this questionnaire. You will recall that a stamped addressed envelope was enclosed for your convenience.

If you have mislaid your questionnaire, please let me know and I would be happy to forward you another copy. I am most anxious to obtain your completed questionnaire as I am hoping for a hundred per cent return of questionnaires.

Again, my sincere thanks.

Cordially yours,

BOWNESS SCHOOL DISTRICT #4590

Leonard P. Sampson
Superintendent of Schools

LPS:LG

BOWNESS SCHOOL DISTRICT, NO. 4590

Office of the Superintendent

Parkway School, 85th St. & Bowness Rd.
Sub P.O. 55, Calgary

288-5451-2-3

BOWNESS, ALBERTA

As the accompanying letter indicates, I am undertaking a study entitled "The Methods of Selection and the Conditions of Employment of Canadian Superintendents and Inspectors of Schools."

This research study is under the sponsorship of the Canada Association of School Superintendents and Inspectors. The Division of Educational Administration of the Faculty of Education at the University of Alberta is also directly concerned with the supervision of this study, and I do feel that an investigation such as this will prove both useful and valuable to all superintendents and inspectors across Canada.

As part of my study I am most interested in determining the reasons why men have left and are leaving the superintendency or inspectorate service.

According to information made available to me, I understand that you were at one time employed as a provincial Superintendent or Inspector of Schools, but that you do not hold a similar position now. If this is correct, may I enlist your support by requesting that you complete the enclosed questionnaire and return it to me at your earliest convenience? I fully realize that your schedule is already a very busy one, but if you could possibly assist me in this way, I would be much obliged and your co-operation would be greatly appreciated indeed. Many of the questions are so arranged that often a check (✓) in the appropriate place is all that is required.

In a study such as this, a high percentage of returned, completed questionnaires is both desirable and necessary if results are to have any validity at all. Therefore, I am hoping for a good response and I trust that you will find it convenient to oblige me. This topic promises to be of great interest to all inspectors and superintendents across the country and I do need your co-operation.

May I emphasize that any information given in this questionnaire will be kept strictly confidential, and no district or persons will be mentioned specifically in the treatment of the data.

A self-addressed stamped envelope has been enclosed for your convenience. Thank you most sincerely for your co-operation.

Yours gratefully,

Leonard P. Sampson
Superintendent of Schools

LPS:LG

APPENDIX D

SCHEDULES OF RECORDED INTERVIEWS

Interviewer	Interviewee	Date	Time
1. J. H. ...	...	...	...
2. J. H. ...	...	...	...
3. J. H. ...	...	...	...
4. J. H. ...	...	...	...
5. J. H. ...	...	...	...
6. J. H. ...	...	...	...
7. J. H. ...	...	...	...
8. J. H. ...	...	...	...
9. J. H. ...	...	...	...
10. J. H. ...	...	...	...
11. J. H. ...	...	...	...
12. J. H. ...	...	...	...
13. J. H. ...	...	...	...
14. J. H. ...	...	...	...
15. J. H. ...	...	...	...
16. J. H. ...	...	...	...
17. J. H. ...	...	...	...
18. J. H. ...	...	...	...
19. J. H. ...	...	...	...
20. J. H. ...	...	...	...

SCHEDULE OF INTERVIEWS CONDUCTED WITH PROVINCIAL DEPUTY MINISTERS
OF EDUCATION AND/OR CHIEF SUPERINTENDENTS OF SCHOOLS

<u>Name</u>	<u>Office</u>	<u>Province</u>	<u>Date Interviewed</u>
Dr. J. F. K. English	Deputy Minister of Education	British Columbia	Sept. 21, 1962
Dr. T. C. Byrne	Chief Superintendent of Schools	Alberta	Jan. 16, 1962
Mr. L. H. Bergstrom	Chief Superintendent of Schools	Saskatchewan	Sept. 17, 1962
Mr. Scott B. Bateman	Deputy Minister of Education	Manitoba	Sept. 19, 1962
Dr. F. S. Rivers	Deputy Minister of Education	Ontario	Sept. 20, 1962
Dr. F. E. MacDiarmid	Deputy Minister of Education	New Brunswick	Sept. 20, 1962
Dr. R. H. Chapman	Chief County Superintendent of Schools	New Brunswick	Sept. 18, 1962
Dr. H. P. Moffatt	Deputy Minister of Education	Nova Scotia	Sept. 21, 1962
Dr. M. McKenzie	Deputy Minister of Education	Prince Edward Island	Sept. 19, 1962
Mr. P. J. Hanley	Deputy Minister of Education	Newfoundland	Sept. 17, 1962

SCHEDULE OF INTERVIEWS CONDUCTED WITH PRESIDENTS OF PROVINCIAL
SCHOOL SUPERINTENDENTS' OR INSPECTORS' ASSOCIATIONS AND OTHER OFFICIALS

<u>Name</u>	<u>Office</u>	<u>Date Interviewed</u>
W. E. Lucas	President, British Columbia School Superintendents' Association	September 20, 1962
H. D. Stafford	Past President, British Columbia School Superin- tendents' Association	September 20, 1962
W. Friesen	President, Manitoba School Inspectors' Association	September 19, 1962
W. R. Stewart	Assistant Superintendent of Secondary Education, Ontario	September 20, 1962
G. Flower	Professor, Faculty of Education, University of Toronto, Ontario	September 21, 1962
N. B. MacLeod	President, Nova Scotia School Inspectors' Association	September 21, 1962

APPENDIX E

COPIES OF PUBLIC NOTICES INVITING APPLICATIONS
FOR THE SUPERINTENDENCY

The Province of Manitoba

Requires

School Inspectors

Appointment August 15th, 196_

For The Department of Education

Inspectors perform responsible professional work involving the promotion and development of the latest approved educational techniques and methods, including the critical examination of teaching standards and procedures.

Applicants must be university graduates and hold a collegiate and principal's certificate for the Province of Manitoba. Applicants should have preferably ten and at least seven years of responsible experience in the field of education.

Salary range: \$8040 to \$9840 per annum.

Full civil service benefits including liberal sick leave with pay, three weeks vacation with pay and pension privileges.

Applications will be received up to and including December 12th, 196_, at the following address:

The Manitoba Civil Service Commission,

Room 247, Legislative Building, Winnipeg 1

Manitoba.

PUBLIC NOTICE

Applications are invited to fill nine vacancies in the District School Supervisory Staff of the Department of Education.

These exist in the Denominational Divisions of the Department as follows:-

ROMAN CATHOLIC -- 3

Placentia Bay, St. Mary's Bay and Cape Shore,
Burin Peninsula East.

CHURCH OF ENGLAND -- 3

Channel, Norris Point, Fogo.

UNITED CHURCH -- 3

Burin Peninsula West, Bonavista North, Springdale.

District School Supervisors are classified as Directors Grade V with salary scale \$5830-100-\$6160.

Applicants should have a University Degree and a number of years of successful teaching experience.

Successful candidates will be required to take up permanent residence in the Supervisory Districts to which they are appointed.

Applications giving full particulars concerning academic education, professional training, teaching experience, age and other relevant information should be in the hands of the Deputy Minister of Education not later than February 16th, 1959, so that successful candidates may be in a position to give ample notice to their Boards of Education.

G. A. FRECKER,
Deputy Minister of Education.

POSITIONS VACANT

Department of Education

Prince Edward Island

Superintendents of Schools (2)

The Department of Education invites applications from qualified persons for two positions as Superintendents of Schools -- one to work west of Charlottetown, the other east of Charlottetown.

Qualifications: Graduation from a university of recognized standing in Arts or Science; a number of years of teaching experience in elementary and/or secondary schools; proven ability in supervision as a school principal; personal suitability; satisfactory physical condition; post-graduate credits in education or pedagogy also desirable.

Interested persons should give full details regarding their academic and professional training, their teaching and administrative experience. Beginning salary -- \$5200.00 per annum with travelling expenses provided.

M. MacKenzie
DEPUTY MINISTER and
DIRECTOR OF EDUCATION

Department of Education
Charlottetown, P.E.I.
May 31, 1962.

FOR SASKATCHEWAN

SUPERINTENDENTS OF SCHOOLS

required by

DEPT. OF EDUCATION

Headquarters to be assigned

SALARY RANGE: \$8,256 - \$10,032 per year

COMPETITION NO: 8142

REQUIREMENTS: University graduation, a graduate degree in Education, Professional or equivalent teaching certificate and considerable successful teaching and administrative experience. The purpose of this competition is to establish an eligible list from which appointments will be made during the next six months.

APPLICATIONS: Forms and further information available at Public Service Commission, Legislative Building, Regina. Applicants should submit completed forms to the Commission not later than February 9th, 1963.

APPENDIX F

ELEMENTARY SCHOOL INSPECTORS' EXAMINATION FOR THE PROVINCE OF ONTARIO

DEPARTMENT OF EDUCATION, ONTARIO

April, 1962

ELEMENTARY SCHOOL INSPECTORS' EXAMINATION

NOTE: Use a separate book (or books) in answering each of Questions 1, 2, 3, and 4.

1. Give the substance of the following:
 - (a) the parts of The Schools Administration Act which outline the steps necessary to establish and conduct a Board of Reference;
 - (b) the parts of The Department of Education Act which state the responsibilities of the Minister of Education; (At least five major responsibilities should be listed.)
 - (c) the parts of Regulations, General Legislative Grants, which determine the bases on which general legislative grants are paid to elementary school boards.
2.
 - (a) Outline the advice an inspector might give to teachers who have the following problems in the teaching of arithmetic:
 - (i) Grade 4 pupils have difficulty in multiplying with a two-digit multiplier;
 - (ii) Grade 6 pupils have difficulty in mechanical arithmetic;
 - (iii) Grade 8 pupils' arithmetic workbooks are untidy and full of inaccuracies.
 - (b) Suggest the advice an inspector might give to a teacher of the Junior Division, (Grades 4, 5, and 6) who asks for guidance in choosing science topics related to the needs of her pupils.
3.
 - (a) State three important aims in the teaching of social studies in the Primary Division (Grade 1, 2, and 3) of the elementary school, and outline how an inspector might measure the extent to which these aims are being realized in a primary classroom.
 - (b) State the case for and the case against choosing words for spelling from students' general reading in such subjects as literature, social studies, science, and health.
4.
 - (a) State the qualities of leadership desirable in an elementary-school principal.
 - (b) Outline the means by which an inspector might help an elementary-school principal to acquire the qualities of leadership noted in your answer to (a) above.
 - (c) "The schools belong to the ratepayers of Ontario." Outline the means by which an inspector may ascertain the wishes of the ratepayers of a township school area.

APPENDIX G

TABLES INDICATING THE IMPORTANCE OF VARIOUS REASONS
FOR ENTERING THE SUPERINTENDENCY

TABLE G-I

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR ENTERING
THE SUPERINTENDENCY OR INSPECTORATE - "THE VARIETY OF
WORK THAT THE POSITION AFFORDS APPEALED TO ME"

Degree of Importance	Percentage of Superintendents by Province								
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD. TOTAL
Of much importance	78.8	74.7	70.1	70.5	69.5	66.7	85.7	42.9	64.7 71.1
Of some importance	19.1	19.0	23.9	25.0	23.8	25.0	7.1	28.6	21.6
Of no importance or not applicable	2.1	6.3	4.5	4.5	5.7	8.3	7.1	28.6	35.3 6.7
Question not answered			1.5		1.0				0.6
Total number of respondents	47	63	67	44	193	12	14	7	17 464

TABLE G-II

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR ENTERING THE
SUPERINTENDENCY OR INSPECTORATE - "BECAUSE OF THE DESIRE
TO SERVE EDUCATION IN THIS CAPACITY"

Degree of Importance	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
Of much importance	74.4	55.6	59.7	56.8	61.1	58.3	57.1	57.1 47.1 60.3
Of some importance	19.2	38.1	28.4	34.1	32.7	33.3	28.6	14.3 35.3 31.3
Of no importance or not applicable	6.4	6.3	10.4	2.3	5.2	8.3	14.3	28.6 17.6 7.1
Question not answered			1.5	6.8	1.0			1.3
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE G-III

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR
ENTERING THE SUPERINTENDENCY OR INSPECTORATE
"I DESIRED A POSITION WHERE I COULD EXERT
MORE INFLUENCE OR EFFECT MORE CHANGE"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
Of much importance	46.9	34.9	43.3	27.3	37.8	50.0	35.7 42.9 17.6 37.7
Of some importance	34.0	50.8	37.3	40.9	45.1	33.3	35.7 28.6 23.5 41.6
Of no importance or not applicable	19.1	14.3	17.9	29.5	16.1	16.7	28.6 58.8 19.8
Question not answered			1.5	2.3	1.0		0.9
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE G-IV

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR
ENTERING THE SUPERINTENDENCY OR INSPECTORATE -
"I ENJOY BEING A LEADER"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Of much importance	34.0	31.7	32.8	18.2	29.0	33.3	28.6 14.3 29.4 29.3
Of some importance	44.7	58.8	52.3	63.5	51.9	58.3	35.7 42.9 35.3 52.2
Of no importance or not applicable	21.3	9.5	13.4	13.6	18.1	8.3	35.7 42.9 35.3 17.4
Question not answered			1.5	4.5	1.0		1.1
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE G-V

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR ENTERING
THE SUPERINTENDENCY OR INSPECTORATE - "BECAUSE
OF THE PRESTIGE THAT GOES WITH THE POSITION"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
Of much importance	12.8	28.5	25.3	20.4	17.1	16.7	28.6 11.8 19.6
Of some importance	59.5	57.2	47.9	56.9	58.0	66.7	42.9 57.1 35.3 55.4
Of no importance or not applicable	27.7	14.3	25.3	18.2	23.9	16.7	28.6 42.9 52.9 24.0
Question not answered			1.5	4.5	1.0		1.1
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE G-VI

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR ENTERING THE SUPERINTENDENCY
OR INSPECTORATE - "A DEPARTMENT OFFICIAL ASKED ME TO JOIN
THE SUPERINTENDENCY OR INSPECTORATE STAFF"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Of much importance	31.9	52.5	17.9	43.2	35.2	8.3	42.9 14.3 41.2 34.9
Of some importance	29.8	28.5	26.9	20.4	17.6	16.7	28.6 42.9 17.6 22.6
Of no importance or not applicable	38.3	19.0	53.7	34.1	46.6	75.0	28.6 42.9 41.2 41.8
Question not answered			1.5	2.3	0.5		0.6
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE C-VII

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR
ENTERING THE SUPERINTENDENCY OR INSPECTORATE -
"ONE OF MY FORMER SUPERINTENDENTS OR
INSPECTORS ENCOURAGED ME TO APPLY"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Of much importance	38.3	30.1	4.5	31.8	26.3	16.7	14.3 11.8 24.2
Of some importance	44.7	25.4	46.2	38.6	33.2	33.3	14.3 17.6 34.2
Of no importance or not applicable	17.0	44.4	47.8	22.8	38.9	50.0	71.4 70.6 40.1
Question not answered			1.5	6.8	1.6		1.5
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE G-VIII

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR
ENTERING THE SUPERINTENDENCY OR INSPECTORATE -
"BECAUSE OF FINANCIAL CONSIDERATIONS"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
Of much importance	2.1	17.5	23.9	22.8	22.8	16.7	28.6 57.1 47.1 21.6
Of some importance	12.8	26.9	49.3	34.1	43.0	33.3	42.9 14.3 35.3 36.8
Of no importance or not applicable	85.1	55.6	25.3	36.3	33.2	50.0	28.6 28.6 17.6 40.3
Question not answered			1.5	6.8	1.0		1.3
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE G-IX

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR
ENTERING THE SUPERINTENDENCY OR INSPECTORATE -
"I WANTED A CHANGE FROM WHAT I WAS DOING"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Of much importance	19.1	11.1	4.5	13.6	9.8	16.7	7.1 14.3 17.6 11.0
Of some importance	53.2	33.3	34.3	47.8	35.8	16.7	28.6 14.3 35.3 37.1
Of no importance or not applicable	27.7	55.6	59.7	36.3	53.4	66.7	64.3 71.4 47.1 51.1
Question not answered			1.5	2.3	1.0		0.9
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE C-X

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR ENTERING THE SUPERINTENDENCY
OR INSPECTORATE - "AS A STEPPING STONE TO A FURTHER
POSITION OF AN EDUCATIONAL NATURE"

Degree of importance	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
Of much importance	2.1	14.3	6.0	2.3	5.2	8.3		5.9 5.8
Of some importance	17.0	38.1	40.2	27.3	22.3	25.0	21.4	42.9 29.4 27.6
Of no importance or not applicable	80.9	47.6	52.3	63.6	71.5	66.7	78.6	57.1 64.7 65.3
Question not answered			1.5	6.8	1.0			1.3
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE C-XI

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR ENTERING
THE SUPERINTENDENCY OR INSPECTORATE - "I DID NOT
ENJOY A SUBORDINATE ROLE IN EDUCATION"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Of much importance	14.9	3.2	6.0	4.5	8.3	16.7	11.8 7.5
Of some importance	12.8	22.2	23.9	18.2	26.3	16.7	35.7 5.9 22.2
Of no importance or not applicable	72.3	74.6	68.6	72.8	64.4	66.7	64.3 100.0 82.3 69.2
Question not answered			1.5	4.5	1.0		1.1
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE C-XII

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR ENTERING
THE SUPERINTENDENCY OR INSPECTORATE - "I RECEIVED
ENCOURAGEMENT FROM UNIVERSITY PROFESSORS"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
Of much importance	2.1	11.1	3.0	4.5	7.8	8.3	21.4 5.9 6.9
Of some importance	14.9	11.1	20.9	13.6	10.4	8.3	21.4 28.6 12.9
Of no importance or not applicable	83.0	77.8	74.6	77.4	80.8	83.3	57.1 71.4 94.1 79.1
Question not answered			1.5	4.5	1.0		1.1
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE C-XIII

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR
ENTERING THE SUPERINTENDENCY OR INSPECTORATE -
"I WAS TIRED OF TEACHING"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Of much importance			2.3			5.9	0.4
Of some importance	4.2	11.1	6.0	15.9	13.5	7.1	11.8 10.6
Of no importance or not applicable	95.8	88.9	92.5	79.5	85.5	100.0	92.9 100.0 82.3 88.1
Question not answered			1.5	2.3	1.0		0.9
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE C-XIV

THE IMPORTANCE OF THE FOLLOWING AS A REASON FOR ENTERING
THE SUPERINTENDENCY OR INSPECTORATE -
"I WAS TIRED OF BEING A PRINCIPAL"

Degree of Importance	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
Of much importance	2.1			2.3	0.5			0.6
of some importance	27.7	6.3	4.5	9.1	7.8		28.6	11.8 9.8
Of no importance or not applicable	70.2	93.7	94.0	86.3	90.7	100.0	71.4 100.0	88.2 88.7
Question not answered			1.5	2.3	1.0			0.9
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE C-XV

THE IMPORTANCE OF ADDITIONAL REASONS FOR ENTERING
THE SUPERINTENDENCY OR INSPECTORATE

Degree of Importance	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
Of much importance	12.8	20.6	17.9	38.6	26.3	66.7	50.0	14.3 41.2 26.1
Of some importance		3.2	10.4	4.5	4.2			5.9 4.3
Total reporting additional reasons	12.8	23.8	28.4	43.2	30.5	66.7	50.0	14.3 47.1 30.4
Total number of respondents	47	63	67	44	193	12	14	7 17 464

APPENDIX H

REGINA SEPARATE SCHOOL INDEX FOR CALCULATING THE SALARIES OF SUPERINTENDENTS

REGINA SEPARATE SCHOOL INDEX FOR
CALCULATING THE SALARIES OF SUPERINTENDENTS

SUPERINTENDENT:

1. Base Index: Use 1.0

Represents the highest salary obtainable by a teacher on the maximum of the current salary schedule with comparable professional training.

2. Pupil Membership:
Use the following table:

Up to 1999 pupils.	.1
2,000 to 3,999 pupils.	.2
4,000 to 5,999 "	.3
6,000 to 7,999 "	.4
8,000 to 9,999 "	.5
10,000 to 11,999 "	.6
12,000 to 13,999 "	.7
14,000 to 15,999 "	.8
16,000 to 17,999 "	.9
18,000 to 23,999 "	1.0
24,000 and up "	1.1

3. Number of Teachers Employed:
Use the following table to weight this factor:

15 to 124 teachers	.1
125 to 599 teachers	.2
600 teachers and more	.3

4. Wealth of Community:
Weight according to the following:

For each 1 million dollars of assessed valuation up to 10 million dollars.	.005
For each 1 million dollars of assessed valuation in addition thereto up to 400 million dollars	.001

5. Government Operational Grants:
Weight as follows:

For each \$25,000 or portion thereof, up to \$200,000 which is received.	.005
--	------

For each \$100,000 thereafter or portion thereof, up to 1 million dollars005
 For each 1 million dollars of the next 10 million dollars02

To arrive at the superintendent's salary the above index is multiplied by the highest salary obtainable by a teacher on the maximum of the current salary schedule with comparable professional training.

Illustration:

1. Base Index	1.0
2. (4600 pupils).	.3
3. (146 teachers)	.2
4. (Assessment \$26,715,317.00).	.066
5. (Grants \$266,279.00)	<u>.045</u>

Derived Index 1.611

Salary 1.611 x 6200 = \$9,988.20 per annum.

ASSISTANT SUPERINTENDENT:

To arrive at the assistant superintendent's salary the following formula is used:

$$\left(\frac{\text{Derived Index} - 1}{1.49} + 1 \right) \times A$$

"A" - the highest salary obtainable by a teacher on the maximum of the current salary schedule with comparable professional training.

APPENDIX J

TABLES INDICATING THE EXTENT TO WHICH
CERTAIN FACTORS ARE CONSIDERED TO BE
UNDESIRABLE ASPECTS OF THE
SUPERINTENDENCY POSITION

TABLE J-I

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF THE SUPERINTENDENCY - "THE LOAD IS SO HEAVY THAT IT IS NECESSARY TO SPREAD ONESELF TOO THINLY OVER MANY DIFFERENT JOBS"

Degree of Unpleasantness	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
This factor is very unpleasant	38.3	34.9	35.8	25.0	32.1	41.7	35.7	57.1 58.9 34.7
This factor is somewhat unpleasant	55.3	55.6	52.3	63.6	52.9	58.3	64.3	28.6 17.6 53.3
This is not an unpleasant factor or is not applicable	6.4	9.5	11.9	11.4	14.0	14.3	23.5	11.6
Question not answered					1.0			0.4
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE J-II

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT
OF THE SUPERINTENDENCY - "TOO MUCH ROUTINE PAPER WORK"

Degree of Unpleasantness	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
This factor is very unpleasant	14.9	23.9	26.9	25.0	23.3	8.3	21.4	14.3 29.4 23.1
This factor is somewhat unpleasant	61.8	63.4	56.7	59.1	59.1	66.7	57.1	42.9 58.8 59.2
This is not an unpleasant factor or is not applicable	23.4	12.7	16.4	13.6	16.6	25.0	21.4	42.9 11.8 17.3
Question not answered				2.3	1.0			0.6
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE J-III

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF
THE SUPERINTENDENCY - "TOO MANY EVENING MEETINGS TO ATTEND"

Degree of Unpleasantness	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
This factor is very unpleasant	34.0	11.1	28.3	9.1	19.2	50.0	14.3 14.3 19.8
This factor is somewhat unpleasant	49.0	52.4	52.3	45.4	54.4	25.0	85.7 42.9 41.2 52.0
This is not an unpleasant factor or is not applicable	17.0	36.5	19.4	45.4	25.4	16.7	42.9 58.9 27.6
Question not answered				1.0	8.3		0.6
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE J-IV

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT
OF THE SUPERINTENDENCY - "TOO MUCH OVERTIME"

Degree of Unpleasantness	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
This factor is very unpleasant	21.3	11.1	17.9	18.2	20.2	50.0	14.3	5.9 18.3
This factor is somewhat unpleasant	55.3	52.4	52.3	40.9	47.2	41.7	64.3	71.4 35.3 49.1
This factor is not an unpleasant factor or is not applicable	23.3	36.5	29.9	36.4	31.6	16.7	21.4	28.6 58.9 31.7
Question not answered			4.5	1.0				0.9
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE J-V

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT
OF THE SUPERINTENDENCY - "WRITING REPORTS ON TEACHERS"

Degree of Unpleasantness	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
This factor is very unpleasant	10.6	33.3	38.8	9.1	12.4				29.4	18.4
This factor is somewhat unpleasant	38.3	47.7	53.7	18.2	53.4	41.7	28.6	85.7	70.6	47.8
This is not an unpleasant factor or is not applicable	51.1	19.0	7.5	68.2	33.2	58.3	71.4	14.3		33.0
Question not answered				4.5	1.0					0.9
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE J-VI

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT
OF THE SUPERINTENDENCY - "INADEQUATE SALARY"

Degree of Unpleasantness	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
This factor is very unpleasant	51.1	20.6	11.9	2.3	11.4	58.3	14.3	71.4 17.8
This factor is somewhat unpleasant	40.4	57.2	49.3	36.4	45.6	25.0	57.1	14.3 29.4 44.9
This is not an unpleasant factor or is not applicable	8.5	22.2	38.8	50.0	42.0	16.7	28.6	14.3 70.6 35.8
Question not answered			11.4	1.0				1.5
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE J-VII

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF
THE SUPERINTENDENCY POSITION - "THE JOB ITSELF IS TOO
DEMANDING IN TIME - ONE IS NEVER FINISHED

Degree of Unpleasantness	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
This factor is very unpleasant	17.0	11.1	17.9	9.1	13.5	33.3	7.1	17.6 14.0
This factor is somewhat unpleasant	55.3	57.2	49.3	54.6	48.2	41.7	64.3	71.4 52.9 51.8
This is not an unpleasant factor or is not applicable	27.7	31.7	32.8	36.4	37.3	25.0	28.6	28.6 29.4 33.8
Question not answered					1.0			0.4
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE J-VIII

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF
THE SUPERINTENDENCY POSITION - "TOO MANY TEACHERS TO SUPERVISE"

Degree of Unpleasantness	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
This factor is very unpleasant	19.2	14.3	19.4	22.8	17.1	41.7	14.3	28.6 35.3 19.2
This factor is somewhat unpleasant	51.1	39.7	34.3	45.4	40.5	16.7	42.9	57.1 23.5 40.1
This is not an unpleasant factor or is not applicable	29.8	46.0	46.2	29.5	41.4	41.7	42.9	14.3 41.2 40.1
Question not answered				2.3	1.0			0.6
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE J-IX

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF THE SUPERINTENDENCY -
"AS SUPERINTENDENT OR INSPECTOR ONE EXPERIENCES A CERTAIN LONELINESS"

Degree of Unpleasantness	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
This factor is very unpleasant	10.6	6.3	13.4	11.4	5.7		11.8 7.8
This factor is somewhat unpleasant	63.9	42.9	46.2	45.4	52.4	33.3	21.4 28.6 41.2 48.5
This is not an unpleasant factor or is not applicable	25.5	50.8	40.4	40.9	40.9	66.7	78.6 71.4 47.1 43.1
Question not answered				2.3	1.0		0.6
Total number of respondents	47	63	67	44	193	12	14 7 17 464

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF THE SUPERINTENDENCY -
 "TOO MUCH TIME SPENT IN TRAVELLING"

Degree of Unpleasantness	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
This factor is very unpleasant	10.6	6.3	7.5	4.5	9.3	6.7	14.3	14.3 17.6 9.1
This factor is somewhat unpleasant	27.7	31.7	37.3	27.3	28.0	25.0	35.7	28.6 47.1 30.6
This is not an unpleasant factor or is not applicable	61.8	62.0	55.2	68.2	61.7	58.3	50.0	57.1 35.3 59.9
Question not answered					1.0			0.4
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE J-XI

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF THE
SUPERINTENDENCY - "EXPECTED TO ATTEND TOO MANY COMMUNITY FUNCTIONS"

Degree of Unpleasantness	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
This factor is very unpleasant	6.4		10.4	4.5	6.7	8.3	7.1	14.3 6.0
This factor is somewhat unpleasant	34.0	38.0	44.8	31.8	33.2	33.3	35.7	28.6 23.5 35.2
This is not an unpleasant factor or is not applicable	59.5	62.0	44.8	63.6	59.1	58.3	57.1	57.1 76.5 58.4
Question not answered					1.0			0.4
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE J-XII

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF THE SUPERINTENDENCY -
 "CERTAIN COMMUNITY PRESSURES AND COMMUNITY INTERFERENCE"

Degree of Unpleasantness	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
This factor is very unpleasant		6.3	13.4	6.8	4.7		5.9 5.6
This factor is somewhat unpleasant	34.0	50.8	56.7	13.6	29.0	50.0	28.6 42.9 5.9 35.0
This is not an unpleasant factor or is not applicable	66.0	42.9	29.9	79.5	65.3	50.0	71.4 57.1 88.2 59.0
Question not answered					1.0		0.4
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE J-XIIII

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF THE
SUPERINTENDENCY - "TOO MUCH TIME SPENT AWAY FROM HOME AND FAMILY"

Degree of Unpleasantness	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
This factor is very unpleasant	21.3	14.3	11.9	4.5	9.8	16.7	7.1 17.6 11.6
This factor is somewhat unpleasant	19.2	17.5	22.4	11.4	21.7	8.3	35.7 28.6 58.9 21.6
This is not an unpleasant factor or is not applicable	59.5	68.2	65.7	84.1	67.5	75.0	57.1 71.4 23.5 66.4
Question not answered					1.0		0.4
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE J-XIV

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF THE SUPERINTENDENCY -
 "DIFFICULTY OVER THE DIVIDED CONTROL BETWEEN THE SUPERINTENDENT OF SCHOOLS
 AND THE SECRETARY-TREASURER OF THE SCHOOL BOARD"

Degree of Unpleasantness	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
This factor is very unpleasant	10.6	6.3	16.4		2.1			5.3
This factor is somewhat unpleasant	34.0	28.6	23.9	9.1	14.0	16.7	7.1	14.3 5.9 18.5
This factor is not unpleasant or is not applicable	55.3	65.1	58.2	90.9	82.9	83.3	92.9	85.7 94.1 75.6
Question not answered			1.5		1.0			0.6
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE J-XV

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF THE SUPERINTENDENCY -
 "HAVING TO WORK CLOSELY WITH SCHOOL BOARDS WHICH ARE COMPOSED OF LAY PERSONS

Degree of Unpleasantness	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
This factor is very unpleasant	2.1	3.2			2.6			1.8
This factor is somewhat unpleasant	25.6	14.3	34.3	15.9	21.7	16.7	21.4	28.6 17.6 22.2
This is not an unpleasant factor or is not applicable	72.3	82.5	65.7	79.6	74.7	83.3	78.6	71.4 82.4 75.2
Question not answered				4.5	1.0			0.9
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE J-XVI

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF THE SUPERINTENDENCY -
 "DEMANDS MADE BY THE DEPARTMENT OF EDUCATION"

Degree of Unpleasantness	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
This factor is very unpleasant	2.1			1.6		7.1	1.1
This factor is somewhat unpleasant	14.9	6.3	17.9	6.8	12.4	8.3	28.6 14.3 5.9 12.3
This is not an unpleasant factor or is not applicable	83.0	93.7	82.1	88.7	85.0	91.7	64.3 85.7 94.1 85.7
Question not answered				4.5	1.0		0.9
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE J-XVII

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF THE
SUPERINTENDENCY - "TOO MUCH RESPONSIBILITY IN DECISION MAKING"

Degree of Unpleasantness	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
This factor is very unpleasant			1.5		0.5		0.4
This factor is somewhat unpleasant	2.1	12.7	16.4	13.2	13.5	25.0	14.3 5.9 12.7
This is not an unpleasant factor or is not applicable	97.9	87.3	82.1	79.5	85.0	75.0 100.0 85.7	94.1 86.3
Question not answered				2.3	1.0		0.6
Total number of respondents	47	63	67	44	193	12 14 7	17 464

TABLE J-XVIII

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE AN UNDESIRABLE ASPECT OF THE
SUPERINTENDENCY - "INTERFERENCE FROM THE DEPARTMENT OF EDUCATION"

Degree of Unpleasantness	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
This factor is very unpleasant					0.5			0.2
This factor is somewhat unpleasant	6.4		3.0	2.3	2.6	8.3	14.3	2.8
This is not an unpleasant factor or is not applicable	93.6	100.0	97.0	97.7	95.9	91.7	100.0	85.7 100.0 96.6
Question not answered					1.0			0.4
Total number of respondents	47	63	67	44	193	12	14	7 17 464

APPENDIX K

TABLES INDICATING THE EXTENT TO WHICH CERTAIN
FACTORS ARE CONSIDERED TO BE DESIRABLE
ASPECTS OF THE SUPERINTENDENCY
POSITION

TABLE K-I

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "THE VARIETY IN THE WORK"

Degree of Appeal	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
This factor appeals to me greatly or is of much importance	80.9	81.0	70.1	88.6	82.9	83.3	78.6	57.1 52.9 79.5
This factor has some appeal	17.0	19.0	29.9	11.4	14.5	16.7	21.4	14.3 47.1 18.8
This factor is of no appeal or is not applicable to my situation	2.1				0.5		14.3	0.6
Question not answered					2.1		14.3	1.1
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE K-II

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "THE GREAT CHALLENGE THE POSITION OFFERS"

Degree of Appeal	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
This factor appeals to me greatly or is of much importance	83.0	74.6	80.6	68.2	71.5	66.7	92.9	71.4	70.6	74.6
This factor has some appeal	17.0	25.4	17.9	29.5	24.4	33.3	7.1	14.3	29.4	23.1
This factor is of no appeal or is not applicable to my situation			1.5	2.3	2.1					1.3
Question not answered					2.1			14.3		1.1
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE K-III

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "THE OPPORTUNITY TO WORK WITH TEACHERS"

Degree of Appeal	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
This factor appeals to me greatly or is of much importance	74.5	69.9	82.1	68.2	73.5	75.0	78.6	71.4 76.5 74.1
This factor has some appeal	25.5	30.1	16.4	31.8	24.4	25.0	21.4	23.5 24.4
This factor is of no appeal or is not applicable to my situation			1.5					14.3 0.4
Question not answered					2.1			14.3 1.1
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE K-IV

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "THE OPPORTUNITY TO WORK WITH PRINCIPALS"

Degree of Appeal	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
This factor appeals to me greatly or is of much importance	87.2	74.6	73.1	52.3	67.4	66.7	78.6	14.3	82.4	69.8
This factor has some appeal	12.8	25.4	25.4	47.7	29.5	33.3	21.4	57.1	17.6	28.2
This factor is of no appeal or is not applicable to my situation			1.5		1.0			14.3		0.9
Question not answered					2.1			14.3		1.1
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE K-V

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "A FEELING DERIVED FROM GENUINE SERVICE TO SOCIETY"

Degree of Appeal	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
This factor appeals to me greatly or is of much importance	61.8	46.0	49.3	38.6	58.5	66.7	78.6 28.6 41.2 53.7
This factor has some appeal	38.2	50.8	46.2	56.9	35.2	33.3	14.3 42.9 41.2 40.9
This factor is of no appeal or is not applicable to my situation			3.2	4.5	4.2	7.1	14.3 17.6 4.3
Question not answered					2.1		14.3 1.1
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE K-VI

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "THE PROFESSIONAL FREEDOM THAT THE JOB AFFORDS ME"

Degree of Appeal	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
This factor appeals to me greatly or is of much importance	55.3	54.0	50.7	40.9	51.3	33.3	78.6	28.6	23.5	50.0
This factor has some appeal	36.2	46.0	44.8	54.6	41.4	41.7	21.4	42.9	70.9	43.7
This factor is of no appeal or is not applicable to my situation	8.5		4.5	4.5	5.2	25.0		14.3	5.9	5.2
Question not answered					2.1			14.3		1.1
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE K-VII

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "RELATIONSHIPS WITH FELLOW SUPERINTENDENTS"

Degree of Appeal	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
This factor appeals to me greatly or is of much importance	44.7	58.7	53.7	59.1	44.6	33.3	78.6	14.3 17.6 48.5
This factor has some appeal	55.3	38.1	43.3	36.4	46.6	58.3	21.4	42.9 47.1 44.4
This factor is of no appeal or is not applicable to my situation		3.2	3.0	2.3	6.7	8.3	28.6	35.3 5.8
Question not answered				2.3	2.1		14.3	1.3
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE K-VIII

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "A FEELING OF INDEPENDENCE"

Degree of Appeal	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
This factor appeals to me greatly or is of much importance	44.7	49.2	37.3	43.2	49.2	41.7	28.6 23.5 44.4
This factor has some appeal	53.2	46.0	49.3	50.0	44.1	41.7	64.3 57.1 41.2 47.2
This factor is of no appeal or is not applicable to my situation	2.1	4.8	13.4	4.5	4.7	16.7	7.1 35.3 7.1
Question not answered				2.3	2.1		14.3 1.3
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE K-IX

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "FEELING OF SECURITY IN THE POSITION"

Degree of Appeal	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
This factor appeals to me greatly or is of much importance	10.6	30.1	25.4	61.4	33.7	33.3	78.6 14.3 17.6 32.8
This factor has some appeal	72.3	55.6	64.2	38.6	54.4	58.3	21.4 42.9 47.1 55.0
This factor is of no appeal or is not applicable to my situation	17.0	14.3	10.4		9.8	8.3	28.6 35.3 11.2
Question not answered					2.1	14.3	1.1
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE K-X

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "ASSOCIATING WITH OTHER PROFESSIONAL MEN IN THE COMMUNITY"

Degree of Appeal	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
This factor appeals to me greatly or is of much importance	34.0	20.6	31.3	25.0	30.6	33.3	42.9 14.3 41.2 29.7
This factor has some appeal	61.8	66.7	55.3	61.4	53.4	50.0	42.9 57.1 47.1 56.5
This factor is of no appeal or is not applicable to my situation	4.2	12.7	13.4	13.6	13.9	16.7	14.3 11.8 12.7
Question not answered					2.1		14.3 1.1
Total number of respondents	47	63	67	44	193	12	14 17 464

TABLE K-XI

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "THE PRESTIGE OF THE POSITION"

Degree of Appeal	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
This factor appeals to me greatly or is of much importance	8.5	12.7	6.0	20.5	9.3	25.0	35.7		11.8	11.4
This factor has some appeal	72.3	76.2	64.1	65.9	66.8	50.0	42.9	71.4	47.1	66.4
This factor is of no appeal or is not applicable to my situation	19.2	11.1	29.9	13.6	21.7	25.0	21.4	14.3	41.2	21.1
Question not answered					2.1			14.3		1.1
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE K-XII

THE EXTENT TO WHICH THE FOLLOWING IS CONSIDERED TO BE A DESIRABLE ASPECT OF THE
SUPERINTENDENCY - "THE SALARY"

Degree of Appeal	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
This factor appeals to me greatly or is of much importance	2.1	6.3	14.9	13.6	18.1	16.7	28.6	14.3	17.6	14.2
This factor has some appeal	19.2	55.6	71.7	75.0	62.7	58.3	57.1	28.6	76.5	59.5
This factor is of no appeal or is not applicable to my situation	78.7	38.1	13.4	11.4	17.1	25.0	14.3	42.9	5.9	26.1
Question not answered					2.1			14.3		1.1
Total number of respondents	47	63	67	44	193	12	14	7	17	464

APPENDIX L

TABLES INDICATING THE EXTENT TO WHICH CERTAIN
REASONS WERE OF IMPORTANCE IN MOVING FROM
THE LAST SUPERINTENDENCY

TABLE L-I

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST
SUPERINTENDENCY - "THE NEW POSITION OFFERED A GREATER CHALLENGE"

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Of much importance	45.7	31.0	31.1	21.1	33.8	25.0			33.3	33.0
Of some importance	37.1	33.3	28.9	15.8	15.6	25.0			33.3	25.1
Of no importance or not applicable	17.1	35.7	40.0	63.2	49.3	50.0	100.0		33.3	41.4
Question not answered					1.3					0.4
Total number reporting	35	42	45	19	77	4	2	0	3	227

TABLE L-II

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST
SUPERINTENDENCY - "I CONSIDERED MY NEW POSITION TO BE A PROMOTION"

Degree of Importance	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
Of much importance	54.3	45.2	26.7	21.1	31.2	25.0		33.3 35.2
Of some importance	25.7	19.0	24.4	26.3	14.3			33.3 19.8
Of no importance or not applicable	20.0	35.7	48.9	52.6	53.2	75.0	100.0	33.3 44.5
Question not answered					1.3			0.4
Total number reporting	35	42	45	19	77	4	2	0 227

TABLE L-III

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST
SUPERINTENDENCY - "I WISHED TO BE CLOSER TO A LARGER CITY"

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Of much importance	31.4	26.2	28.9	21.1	18.2	25.0				23.8
Of some importance	28.6	38.1	22.2	26.3	13.0			66.7		23.3
Of no importance or not applicable	40.0	35.7	48.9	47.4	67.5	75.0	100.0	33.3		52.0
Question not answered				5.3	1.3					0.9
Total number reporting	35	42	45	19	77	4	2	0	3	227

TABLE L-IV

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST
SUPERINTENDENCY - "TOO MUCH TIME SPENT IN TRAVELLING"

Degree of Importance	Percentage of Superintendents by Province									TOTAL
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	
Of much importance	22.9	9.5	4.4	21.1	9.1				66.7	11.9
Of some importance	34.3	16.7	6.7	15.8	11.7					15.0
Of no importance or not applicable	42.9	73.8	86.7	63.2	77.9	100.0	100.0		33.3	72.2
Question not answered			2.2		1.3					0.9
Total number reporting	35	42	45	19	77	4	2	0	3	227

TABLE L-V

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST
SUPERINTENDENCY - "BEING AWAY FROM HOME TOO OFTEN"

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Of much importance	31.4	9.5	2.2	5.3	11.7				66.7	12.3
Of some importance	28.6	14.3	11.1	15.8	9.1					13.7
Of no importance or not applicable	40.0	76.2	84.4	78.9	77.9	100.0	100.0		33.3	73.1
Question not answered			2.2		1.3					0.9
Total number reporting	35	42	45	19	77	4	2	0	3	227

TABLE L-VI

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST SUPERINTENDENCY -
"I BELIEVE IN PRINCIPLE THAT SUPERINTENDENTS AND INSPECTORS SHOULD MOVE EVERY FEW YEARS

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Of much importance	22.9	7.1	2.2		5.2					7.0
Of some importance	34.3	35.7	17.8	21.1	15.6					22.5
Of no importance or not applicable	42.9	57.1	80.0	78.9	76.6	100.0	100.0		100.0	69.6
Question not answered					2.6					0.9
Total number reporting	35	42	45	19	77	4	2	0	3	227

TABLE L-VII

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST SUPERINTENDENCY -
 "I FELT I HAD ALREADY MADE WHAT EDUCATIONAL CONTRIBUTION I COULD IN THAT COMMUNITY"

Degree of Importance	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
Of much importance	11.4	16.7	2.2	5.3	3.9			7.1
Of some importance	31.4	33.3	13.3	21.1	10.4	25.0		19.4
Of no importance or not applicable	57.1	50.0	84.4	73.7	84.4	75.0	100.0	73.1
Question not answered					1.3			0.4
Total number reporting	35	42	45	19	77	4	2	0 3 227

TABLE L-VIII

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST
SUPERINTENDENCY - "IT WAS DIFFICULT TO OBTAIN GOOD STAFF"

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Of much importance	8.6	11.9	2.2		2.6					4.8
Of some importance	28.6	38.1	6.7	5.3	6.5					15.4
Of no importance or not applicable	62.9	50.0	88.9	94.7	89.6	100.0	100.0		100.0	78.8
Question not answered			2.2		1.3					0.9
Total number reporting	35	42	45	19	77	4	2	0	3	227

TABLE L-IX

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST SUPERINTENDENCY--
 "I WAS GETTING OLDER AND WANTED A SUPERINTENDENCY OR INSPECTORATE WITH FEWER DEMANDS"

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Of much importance	2.9	2.4	2.2	5.3	3.9					3.1
Of some importance	11.4	16.7		10.5	11.7					9.7
Of no importance or not applicable	85.7	81.0	97.8	84.2	83.1	100.0	100.0		100.0	86.8
Question not answered					1.3					0.4
Total number reporting	35	42	45	19	77	4	2	0	3	227

TABLE L-X

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST
SUPERINTENDENCY - "THE NEW POSITION OFFERED A BETTER SALARY"

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Of much importance	20.0	2.4	2.2		1.3					4.4
Of some importance	11.4	9.5	2.2		1.3					4.4
Of no importance or not applicable	65.7	88.1	93.3	100.0	96.1	100.0	100.0		100.0	89.9
Question not answered	2.9		2.2		1.3					1.3
Total number reporting	35	42	45	19	77	4	2	0	3	227

TABLE L-XI

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST SUPERINTENDENCY - "THE BOARD AND SUPERINTENDENT DID NOT WORK WELL TOGETHER"

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Of much importance		4.8	6.7	5.3						2.6
Of some importance	8.6	9.5	6.7		1.3					4.8
Of no importance or not applicable	91.4	85.7	86.7	94.7	97.4	100.0	100.0		100.0	92.1
Question not answered					1.3					0.4
Total number reporting	35	42	45	19	77	4	2	0	3	227

TABLE L-XII

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST SUPERINTENDENCY -
RELATIONSHIPS WITH THE SECRETARY-TREASURER WERE UNSATISFACTORY"

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Of much importance	2.9	2.4	6.7							2.2
Of some importance	5.7	9.5	6.7		1.3					4.4
Of no importance or not applicable	91.4	88.1	86.7	100.0	97.4	100.0	100.0		100.0	93.0
Question not answered					1.3					0.4
Total number reporting	35	42	45	19	77	4	2	0	3	227

TABLE L-XIII

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST SUPERINTENDENCY -
"RELATIONSHIPS WITH THE COMMUNITY WERE UNSATISFACTORY"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
Of much importance		2.4					0.4
Of some importance		7.1	4.4			33.3	2.6
Of no importance or not applicable	100.0	90.5	95.6	100.0	98.7	100.0	100.0 66.7 96.5
Question not answered					1.3		0.4
Total number reporting	35	42	45	19	77	4	2 0 3 227

TABLE L-XIV

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST SUPERINTENDENCY - "RELATIONSHIPS WITH THE PRINCIPALS WERE UNSATISFACTORY"

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Of much importance			4.4				0.9
Of some importance			2.2				0.4
Of no importance or not applicable	100.0	100.0	93.3	100.0	98.7	100.0	100.0 98.2
Question not answered					1.3		0.4
Total number reporting	35	42	45	19	77	4	2 0 3 227

TABLE L-XV

THE EXTENT TO WHICH THE FOLLOWING WAS A REASON OF IMPORTANCE IN MOVING FROM THE LAST
SUPERINTENDENCY - "RELATIONSHIPS WITH THE TEACHERS WERE UNSATISFACTORY"

Degree of Importance	Percentage of Superintendents by Province									TOTAL
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	
Of much importance										
Of some importance										
Of no importance or not applicable	100.0	100.0	100.0	100.0	98.7	100.0	100.0	100.0	100.0	99.6
Question not answered					1.3					0.4
Total number reporting	35	42	45	19	77	4	2	0	3	227

APPENDIX M

TABLES INDICATING SUPERINTENDENTS' OPINIONS AS TO
THE RELATIVE IMPORTANCE OF CERTAIN FIELDS OF
STUDY IN RELATION TO THEIR WORK

TABLE M-1

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "SUPERVISION"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
Essential	95.8	88.9	94.0	84.1	91.2	100.0	85.7	85.7 94.1 91.2
Important	2.1	11.1	6.0	9.1	7.3		14.3	14.3 5.9 7.3
Of some importance				4.5	0.5			0.6
Unimportant								
Question not answered	2.1			2.3	1.0			0.9
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE M-II

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "TEACHING METHODS"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Essential	89.4	82.5	89.6	88.6	90.6	75.0	71.4 100.0 76.5 87.6
Important	8.5	15.9	10.4	9.1	4.7	16.7	28.6 17.6 9.3
Of some importance					1.0	8.3	5.9 0.9
Unimportant					2.1		0.9
Question not answered	2.1	1.6		2.3	1.6		1.3
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE M-III

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "CURRICULUM" AS A FIELD
OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
Essential	53.2	65.1	61.2	70.5	67.9	91.7	78.6	71.4 64.7 66.2
Important	42.6	34.9	34.3	20.4	25.8	8.3	21.4	28.6 23.5 28.8
Of some importance	2.1		3.0	6.8	2.1			11.8 2.6
Question not answered	2.1		1.5	2.3	4.2			2.4
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE M-IV

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "PHILOSOPHY OF EDUCATION"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Essential	66.0	55.6	65.7	50.0	72.0	75.0	78.6 42.0 82.4 66.4
Important	25.6	34.9	22.4	34.1	19.7	25.0	14.3 42.9 11.8 24.1
Of some importance	4.2	9.5	11.9	13.6	5.7	7.1	14.3 5.9 7.8
Unimportant					0.5		0.2
Question not answered	4.2			2.3	2.1		1.5
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE M-V

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "PUBLIC RELATIONS"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Essential	66.0	56.7	71.7	65.9	57.0	58.3	92.9 85.7 52.9 62.5
Important	27.7	33.3	23.9	25.0	34.2	33.3	14.3 41.2 29.9
Of some importance	4.2	8.0	3.0	6.8	5.7	8.3	7.1 5.9 5.6
Unimportant			1.5		2.1		1.1
Question not answered	2.1			2.3	1.0		0.9
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE M-VI

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "PSYCHOLOGY"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Essential	44.7	44.1	59.7	59.1	64.8	50.0	71.4	42.9	58.8	57.5
Important	46.8	46.0	34.3	31.8	29.5	33.3	28.6	42.9	17.6	34.3
Of some importance	6.4	6.3	6.0	6.8	5.2	8.3		14.3	17.6	6.3
Unimportant					0.5				5.9	0.4
Question not answered	2.1	3.2		2.3	1.0	8.3				1.5
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE M-VII

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "ADMINISTRATIVE THEORY AND PRACTICE"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Essential	72.3	55.6	53.7	22.8	31.6	66.7	28.6	42.9	64.7	43.5
Important	25.6	33.3	32.9	47.7	44.6	8.3	42.9	28.6	29.4	37.9
Of some importance		11.1	11.9	27.2	19.2	25.0	7.1	28.6	5.9	15.2
Unimportant					1.6		14.3			1.1
Question not answered	2.1		1.5	2.3	3.1		7.1			2.2
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE M-VIII

SUPERINTENDENTS' OPINIONS TO THE RELATIVE IMPORTANCE OF "HUMAN RELATIONS"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Essential	57.5	42.9	49.3	34.1	38.9	41.7	35.7	28.6	41.2	42.2
Important	36.2	42.9	40.2	40.9	40.9	41.7	35.7	42.9	35.3	40.3
Of some importance	4.2	12.7	9.0	18.2	15.0	16.7	21.4	14.3	23.5	13.6
Unimportant				2.3	2.6		7.1			1.5
Question not answered	2.1	1.6	1.5	4.5	2.6			14.3		2.4
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE M-IX

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "SCHOOL FINANCE"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
Essential	51.2	36.5	29.9	25.0	44.6	66.7	42.9 29.4 40.1
Important	38.2	55.6	50.7	45.4	38.3	33.3	57.1 42.9 41.2 43.7
Of some importance	8.5	7.9	19.4	25.0	14.5	14.3	23.5 14.2
Unimportant				2.3	1.0		5.9 0.9
Question not answered	2.1			2.3	1.6		1.1
Total number of respondents	47	63	67	44	193	12	14 17 464

TABLE M-X

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "PERSONNEL ADMINISTRATION"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
Essential	59.7	61.9	38.8	36.4	30.0	50.0	28.6 42.9 47.1 40.5
Important	34.0	27.0	53.7	36.4	44.6	41.7	42.9 28.6 47.1 41.4
Of some importance	4.2	11.7	7.5	20.4	20.2	8.3	21.4 28.6 14.6
Unimportant				2.3	2.1		7.1 1.3
Question not answered	2.1			4.5	3.1		5.9 2.2
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE M-XI

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "RESEARCH"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. NFLD. TOTAL
Essential	34.0	36.5	50.7	34.1	33.7	25.0	42.9	42.9 41.2 37.1
Important	51.2	47.7	40.2	50.0	49.2	75.0	28.6	14.3 23.5 46.6
Of some importance	10.6	14.3	6.0	11.4	12.4		28.6	42.9 35.3 12.9
Unimportant		1.6			2.6			1.3
Question not answered	4.2		3.0	4.5	2.1			2.2
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE M-XII

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "SCHOOL BUSINESS MANAGEMENT"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province							
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI. Nfld. TOTAL
Essential	40.5	42.9	28.3	22.8	37.8	83.3	28.6	14.3 29.4 36.2
Important	46.8	36.5	50.7	45.4	43.0	8.3	50.0	71.4 17.6 42.7
Of some importance	10.6	17.6	21.0	22.8	15.0	8.3	14.3	14.3 47.1 17.2
Unimportant				6.8	2.1		7.1	5.9 1.9
Question not answered	2.1	3.0		2.3	2.1			1.7
Total number of respondents	47	63	67	44	193	12	14	7 17 464

TABLE M-XIII

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "GUIDANCE AND COUNSELLING"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Essential	36.2	17.6	34.3	43.2	27.5	33.3	21.4	42.9	58.8	30.8
Important	51.2	46.0	49.3	45.4	48.2	58.3	42.9	28.6	29.4	47.2
Of some importance	10.6	34.9	14.9	9.1	21.2	8.3	28.6	14.3	5.9	19.2
Unimportant		1.6	1.5		1.0					0.9
Question not answered	2.1			2.3	2.1		7.1	14.3	5.9	1.9
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE M-XIV

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "HISTORY OF EDUCATION"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Essential	23.4	19.0	14.9	11.4	27.5	50.0	35.7 23.5 22.8
Important	44.7	47.7	34.3	47.7	49.2	16.7	50.0 57.1 47.1 45.5
Of some importance	23.4	31.7	47.8	36.4	19.6	33.3	14.3 42.9 29.4 28.2
Unimportant	2.1		1.5		2.1		1.3
Question not answered	6.4	1.6	1.5	4.5	1.6		2.2
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE M-XV

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "SCHOOL PLANT PLANNING"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Essential	36.2	30.2	14.9	6.8	10.9	33.3	28.6	57.1	29.4	18.7
Important	53.2	50.6	62.7	47.7	49.7	50.0	42.9		47.1	50.9
Of some importance	8.5	17.6	22.4	40.9	33.7		21.4	42.9	17.6	26.3
Unimportant				2.3	2.6	16.7	7.1		5.9	2.2
Question not answered	2.1	1.6		2.3	3.1					1.9
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE M-XVI

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "SOCIOLOGY"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Essential	4.2	30.2	16.4	13.6	8.2	16.7	21.4	17.6		13.3
Important	55.4	46.0	50.7	43.2	45.6	41.7	50.0	42.9	41.2	47.0
Of some importance	36.2	23.8	32.8	36.4	37.8	16.7	21.4	57.1	41.2	34.3
Unimportant				4.5	4.2	8.3				2.4
Question not answered	4.2			2.3	4.2	16.7	7.1			3.0
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE M-XVII

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "GROUP DYNAMICS"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
Essential	6.4	25.4	23.9	4.5	16.6	25.0	28.6 28.6 35.3 18.2
Important	46.8	52.4	46.3	43.2	36.8	33.3	35.7 14.3 23.5 40.7
Of some importance	38.2	19.0	23.9	31.8	35.2	16.7	21.4 42.9 29.4 30.4
Unimportant	4.2	1.6	3.0	9.1	8.8	25.0	14.3 14.3 5.9 7.1
Question not answered	4.2	1.6	3.0	11.4	2.6		5.9 3.4
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE M-XVIII

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "ADULT EDUCATION"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province									
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI.	NFLD.	TOTAL
Essential	14.9	3.2	9.0	4.5	6.2		7.1	42.9	5.9	7.3
Important	59.7	25.4	29.9	29.5	30.1	50.0	42.9	28.6	29.4	33.2
Of some importance	23.4	60.3	55.1	56.9	50.8	33.3	50.0	28.6	58.8	50.0
Unimportant		9.5	4.5	6.8	9.3	16.7			5.9	7.1
Question not answered	2.1	1.6	1.5	2.3	3.6					2.4
Total number of respondents	47	63	67	44	193	12	14	7	17	464

TABLE M-XIX

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "ECONOMICS"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. NFLD. TOTAL
Essential	6.4	6.3	6.0		5.7	33.3	7.1 5.9 6.1
Important	31.9	39.7	44.8	25.0	29.5	41.7	42.9 23.5 33.6
Of some importance	55.4	46.0	41.7	59.1	50.3	8.3	35.7 57.1 58.8 48.9
Unimportant	2.1	3.2	3.0	11.4	9.3	16.7	14.3 11.6 7.1
Question not answered	4.2	4.8	4.5	4.5	5.2		4.3
Total number of respondents	47	63	67	44	193	12	14 7 17 464

TABLE M-XX

SUPERINTENDENTS' OPINIONS AS TO THE RELATIVE IMPORTANCE OF "POLITICAL SCIENCE"
AS A FIELD OF STUDY IN RELATION TO THEIR WORK

Degree of Importance	Percentage of Superintendents by Province						
	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S. PEI. Nfld. TOTAL
Essential		3.2			1.6		1.1
Important	21.3	27.0	23.9	11.4	20.2	25.0	42.9 23.5 21.6
Of some importance	61.8	58.7	64.2	61.3	44.6	41.7	50.0 85.7 35.3 53.0
Unimportant	12.8	6.3	10.4	22.8	29.4	33.3	7.1 14.3 41.2 20.9
Question not answered	4.2	4.8	1.5	4.5	4.2		3.4
Total number of respondents	47	63	67	44	193	12	14 7 17 464

APPENDIX N

INTERN FELLOWSHIP PROGRAMME FOR ALBERTA
PROVINCIAL SUPERINTENDENCY

MEMORANDUM

From: T. C. Byrne
Chief Superintendent of Schools

Our File No:
Your File No:

to: Superintendents of Schools

Date: December 2, 1963

1. Candidates for Intern Fellowship
to Staff of Provincial Superintendents

As you know, from time to time I have asked you to suggest the names of principals or teachers who might make suitable appointees to the provincial staff of superintendents. Of recent years we have been selecting people who are prepared to take some graduate study and undertake a short period of internship in preparation for the responsibilities of the superintendency.

You will note, according to the attached information, that the Department of Administration in the Faculty of Education has increased its Intern Fellowship program. The award is now \$4,000 a year and is applicable to either the master's or doctoral program. This is indeed a very generous fellowship.

I should be pleased to have any names you care to submit of candidates who might be appropriate for the staff of provincial superintendents. I do not think it essential for a candidate to have had experience in the principalship, although this is desirable; it is essential, however, for him to have had a substantial number of years of classroom experience, to have demonstrated a capacity for leadership among his colleagues, and to possess those personal qualities which are useful to the practicing superintendent. You will note that a nomination form is attached.

Chief Superintendent of Schools

UNIVERSITY OF ALBERTA, EDMONTON

FACULTY OF EDUCATION

Department of Educational Administration

INTERN FELLOWSHIP PROGRAM

for

ALBERTA PROVINCIAL SUPERINTENDENCY

Since 1961 the Faculty of Education in Edmonton has cooperated with the Alberta Department of Education in the preparation of candidates for the provincial staff of school superintendents. Because of the success of this arrangement it has been decided to establish the program on a more formal basis. Candidates will be nominated through the office of the Chief Superintendent of Schools and those selected will be granted very attractive fellowships. While on the program, which requires fourteen months of continuous residence, candidates will have opportunities to complete the M.Ed. degree or the first phase of the Ph.D. degree in Educational Administration. Those working on the Ph.D. program may interrupt their programs at the end of fourteen months to accept a superintendency or remain for another year to complete the degree. Successful candidates are given a priority by the Department of Education when superintendents are appointed, but they are not bound to accept appointment.

Length of Program - The program starts in the summer session and extends through the following winter session and intersession, concluding with the next summer session.

Value of Award - \$4,000. No payment is made in the first summer session but \$3,000 is paid on a monthly basis in the winter session. The balance (\$1,000) is then paid as an intersession bursary to cover the remaining four months.

Qualifications - Candidates nominated should have experience in teaching and in other phases of education which are deemed to be good background for the superintendency. The Department is interested in applicants who have the ability and motivation essential to complete a program which involves a variety of professional experiences beyond the minimum requirements of a degree program.

Professional Activities - Successful applicants will spend not less than one month with an experienced school superintendent. In addition they will participate in the Faculty of Education's program of supervising student teaching.

Nomination of Candidates - The Chief Superintendent of Schools for the Province of Alberta will invite the superintendents of the province to submit nominations.

Selection of Candidates - A selection committee of the University and the Department of Education will review all nominations and issue invitations. Later applications will be reviewed and the awards made. Successful candidates will become candidates for degrees in Educational Administration and start their programs in the summer session.

N.B. Nominations are forwarded on the attached

Nomination form to:

Dr. T. C. Byrne
Chief Superintendent of Schools
Department of Education
Edmonton, Alberta

INTERN FELLOWSHIP
for
ALBERTA PROVINCIAL SUPERINTENDENCY
NOMINATION FORM

I would like to nominate the following person for the Intern Fellowship Program. (If more than one nomination is made add information on the back or attach a separate sheet).

NAME.....

PRESENT POSITION.....

ADDRESS.....

.....TELEPHONE.....

Comment on basis of recommendation--

Return to: Dr. T. C. Byrne
Chief Superintendent of Schools
Department of Education
Edmonton, Alberta

N.B. Nominations should be made by December 18th.

SIGNATURE _____

APPENDIX B

QUESTIONNAIRE TO SUPERINTENDENTS
AND INSPECTORS

QUESTIONNAIRE TO SUPERINTENDENTS AND INSPECTORS

Questionnaire No.:

Name of Superintendent or Inspector:

Location or District of Superintendency
or Inspectorate:

Province: (Please check (✓) appropriate line.)

PART 1 -- PERSONAL

Directions: In the following questions please check (✓) the appropriate line.

What is your sex?

- 1. Male
- 2. Female

Marital Status?

- 1. Single
- 2. Married
- 3. Widowed

Family Status:

- 1. No Children
- 2. 1 Child
- 3. 2 Children
- 4. 3 Children
- 5. 4 Children

Religious Affiliation?

- 1. None
- 2. Roman Catholic
- 3. United Church
- 4. Presbyterian
- 5. Lutheran

Where Were You Born?

- 1. British Columbia
- 2. Alberta
- 3. Saskatchewan
- 4. Manitoba
- 5. Ontario
- 6. Quebec

What was the population of the district, village, town, or city where you spent most of the first fifteen years of your life?

- 1. Less than 299
- 2. 300 - 999
- 3. 1000 - 2,999
- 4. 3,000 - 4,999
- 5. 5,000 - 9,999

- 6. 10,000 - 49,999
- 7. 50,000 - 99,999
- 8. 100,000 - 299,999
- 9. 300,000 - 499,999
- 0. 500,000 and over

- 7. New Brunswick
- 8. Nova Scotia
- 9. Prince Edward Is.
- 0. Newfoundland
- X. Other Country

(Please specify)

- 6. Baptist
- 7. Anglican
- 8. Jewish
- 9. Other

(Please indicate)

- 6. 5 Children
- 7. 6 Children
- 8. 7 Children
- 9. 8 Children
- 0. 9 or more

- 4. Divorced
- 5. Separated

- 6. Quebec
- 7. New Brunswick
- 8. Nova Scotia
- 9. Prince Edward Is.
- 0. Newfoundland

attended high school?

In what year did you first become a teacher?

What was your age when you first began teaching?

What was your age when first appointed as superintendent or inspector?

In what year were you first appointed as superintendent or inspector?

What is your present age?

Total years of service to education;

Total years of service to education in your present province:

1.	0 - 5 years	5.	21 - 25 years
2.	6 - 10 years	6.	26 - 30 years
3.	11 - 15 years	7.	31 - 35 years
4.	16 - 20 years	8.	36 - 40 years
		9.	More than 40 years

1.	0 - 5 years	_____	5.	21 - 25 years	_____
2.	6 - 10 years	_____	6.	26 - 30 years	_____
3.	11 - 15 years	_____	7.	31 - 35 years	_____
4.	16 - 20 years	_____	8.	36 - 40 years	_____
			9.	More than 40 years	_____

1.	25 or below	0.	48 - 50 years
2.	26 - 30 years	7.	51 - 55 years
3.	31 - 35 years	8.	56 - 60 years
4.	36 - 40 years	9.	61 - 65 years
5.	41 - 45 years	0.	66 and above

5.	1936 - 1940		0.	1961 or later
4.	1931 - 1935		9.	1956 - 1960
3.	1926 - 1930		8.	1951 - 1955
2.	1921 - 1925		7.	1946 - 1950
1.	1920 or before		6.	1941 - 1945

25 or below	0.	48	-	50 years
26 -	7.	51	-	55 years
31 -	8.	56	-	60 years
36 -	9.	61	and above	
41 -				
45 years				

Below 18 years	6.	31 - 35 years	0.
18 - 20 years	2.	36 - 40 years	7.
21 - 23 years	8.	41 - 45 years	8.
24 - 27 years	4.	46 - 50 years	9.
28 - 30 years	5.	Above 50 years	0.

1915 or before	6.	1936 - 1940	0.	1956 - 1960
1916 - 1920	2.	1941 - 1945	7.	
1921 - 1925	3.	1946 - 1950	8.	
1926 - 1930	4.	1951 - 1955	9.	
1931 - 1935	5.		0.	

Less than 299	6.	10,000 - 49,999	0.	500,000 and over
300 - 999	7.	50,000 - 99,999	7.	
1,000 - 2,999	8.	100,000 - 299,999	8.	
3,000 - 4,999	9.	300,000 - 499,999	9.	
5,000 - 9,999	0.	500,000 and over	0.	

5.	21 - 25 years	9.	More than 40 years
6.	26 - 30 years	8.	36 - 40 years
7.	31 - 35 years		

9. More than 40 years

0.	48	-	50	years
7.	51	-	55	years
8.	56	-	60	years
9.	61	-	65	years
0.	66	and	above	

0.	1961 or later
9.	1956 - 1960
8.	1951 - 1955
7.	1946 - 1950
6.	1941 - 1945

60.	48	-	50	years
7.	51	-	55	years
8.	56	-	60	years
9.	61	and	above	

0.	Above 50 years
9.	46 - 50 years
8.	41 - 45 years
7.	36 - 40 years
6.	31 - 35 years

0.	1936	-	1940
7.	1941	-	1945
8.	1946	-	1950
9.	1951	-	1955
0.	1956	-	1960

0.	500,000	and over
6.	300,000	- 499,999
8.	100,000	- 299,999
7.	50,000	- 99,999
9.	10,000	- 49,999

Total years of service to education in other provinces of Canada?

1.	None	_____	7.	6 - 9 years	_____
2.	one year	_____	8.	10 - 12 years	_____
3.	two years	_____	9.	13 - 15 years	_____
4.	three years	_____	0.	16 - 18 years	_____
5.	four years	_____	X.	19 or more years	_____
6.	five years	_____			_____

Total years of service to education outside of Canada?

1.	None	_____	7.	6 - 9 years	_____
2.	one year	_____	8.	10 - 12 years	_____
3.	two years	_____	9.	13 - 15 years	_____
4.	three years	_____	0.	16 - 18 years	_____
5.	four years	_____	X.	19 or more years	_____
6.	five years	_____			_____

Please give position, place, country and dates of this service outside Canada.

Position	Place	Country	From	To
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PART 2 -- PREPARATION

Directions: In the following questions please check (✓) the appropriate line.

In what year did you receive your teacher training:

1.	1915 or before	_____	6.	1936 - 1940	_____
2.	1916 - 1920	_____	7.	1941 - 1945	_____
3.	1921 - 1925	_____	8.	1946 - 1950	_____
4.	1926 - 1930	_____	9.	1951 - 1955	_____
5.	1931 - 1935	_____	0.	1956 - 1960	_____

In what type of institution did you receive your teacher training:

1.	Normal School	_____	4.	College of Education	_____
2.	Teachers' College	_____	5.	Other	_____
3.	University	_____		(Please indicate)	_____

In what province was this institution?

1.	British Columbia	_____	7.	New Brunswick	_____
2.	Alberta	_____	8.	Nova Scotia	_____
3.	Saskatchewan	_____	9.	Prince Edward Is.	_____
4.	Manitoba	_____	0.	Newfoundland	_____
5.	Ontario	_____	X.	Other Country	_____
6.	Quebec	_____		(Please indicate)	_____

Type of Teaching Certificate held? (Please describe.)

_____	_____
_____	_____
_____	_____
_____	_____



What university degrees did you hold at the time of your first appointment as superintendent or inspector?

Name of Degree	University	Province, State, or Country	Major Field or Fields of Study
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What additional university degrees do you now hold?

Name of Degree	University	Province, State, or Country	Major Field or Fields of Study
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Are you presently working toward a degree?

1. Yes _____
2. No _____

Name of degree being sought:

Degree	University	Province, State or Country	Major Field or Fields
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Describe the amount of work already done or courses taken towards this degree:

Diplomas or other professional qualifications held? (Please describe.)

Title	Institution	Province, State or Country	Major Field
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total number of years spent as a university student in residence for the full academic year, before your first appointment as superintendent or inspector?

1. None	6. Four years	(23)
2. Less than a year	7. Five years	
3. One year	8. Six years	
4. Two years	9. More than six years	
5. Three years		

Total number of equivalent full-time years spent as a student in university preparation by attendance at Summer School and evening credit courses prior to your first appointment as superintendent or inspector?

1. None	6. Four years	(24)
2. Less than a year	7. Five years	
3. One year	8. Six years	
4. Two years	9. More than six years	
5. Three years		



Total number of years spent as a university student in residence for the full academic year after your first appointment as superintendent or inspector?

1.	None	_____	5.	Three years	_____
2.	Less than a year	_____	6.	Four years	_____
3.	One year	_____	7.	More than four years	_____
4.	Two years	_____			

(25)

Total number of equivalent full-time years spent as a student in university preparation by attendance at Summer School and evening credit courses after your first appointment as superintendent or inspector?

1.	None	_____	6.	Four years	_____
2.	Less than a year	_____	7.	Five years	_____
3.	One year	_____	8.	Six years	_____
4.	Two years	_____	9.	More than six years	_____
5.	Three years	_____			

(26)

Have you undertaken any university graduate study?

1.	Yes	_____
2.	No	_____

If "yes" to the above question, at what age did you begin your university graduate study?

How much actual post-graduate university study in school administration have you done? Please indicate and describe the nature of all educational administration or related courses taken.

1.	21 or below	_____	6.	36 - 40 years	_____
2.	22 - 24 years	_____	7.	41 - 45 years	_____
3.	25 - 27 years	_____	8.	46 - 49 years	_____
4.	28 - 30 years	_____	9.	50 - 55 years	_____
5.	31 - 35 years	_____	0.	56 or over	_____

(27)

For what degree, if any, and in what university was this work done?

Degree Sought	_____	Name of University	_____	Province, State or Country	_____
---------------	-------	--------------------	-------	----------------------------	-------

On the whole how would you evaluate your programme of graduate studies as preparation for the superintendency or inspectorate?

1.	Excellent	_____	5.	Poor	_____
2.	Very Good	_____	6.	Have not undertaken	_____
3.	Good	_____		graduate studies	_____
4.	Fair	_____			

(28)

In what aspects of your job do you feel that your university preparation was most helpful for the position of superintendent or inspector?

In what aspects of your job do you feel that your university study was lacking in preparing you for the position of superintendent or inspector?

Do you consider your present level of professional preparation adequate for your present position?

1. Yes

2. No

If "No" to the above question, would you kindly indicate your reasons for not having undertaken further study?

1. It's a problem of not getting time off.

2. Feel I'm getting too old

5. The effort is hardly worth it for

6. I plan to take further study in the

7. Others

(Please indicate.)

Have you at any time been granted leave of absence from your superintendency or inspectorate for study purposes?

1. Yes

2. No.

If "Yes" to the above question, how long was this leave?

What languages do you speak fluently?

What languages have you studied at the university level?

If you have written or are presently writing a thesis or dissertation for a university degree, please indicate the title of this study.

For what degree was this study written?

What is the total number of principals within your superintendency or inspectorate who have more university preparation than you?

1. None
2. One
3. Two
4. Three
5. Four

6. Five
7. Six-nine
8. Ten-fourteen
9. Fifteen-nineteen
0. Twenty or more
X. Information not available



What is the total number of vice-principals within your superintendency or inspectorate who have more university preparation than you?

1.	None	_____	6.	Five	_____
2.	One	_____	7.	Six-nine	_____
3.	Two	_____	8.	Ten-fourteen	_____
4.	Three	_____	9.	Fifteen-nineteen	_____
5.	Four	_____	0.	Twenty or more	_____
			X.	Information not available.	_____

What is the total number of teachers within your superintendency or inspectorate who have more university preparation than you?

1.	None	_____	6.	Five	_____
2.	One	_____	7.	Six-nine	_____
3.	Two	_____	8.	Ten-fourteen	_____
4.	Three	_____	9.	Fifteen-nineteen	_____
5.	Four	_____	0.	Twenty or more	_____
			X.	Information not available.	_____

What is the total number of supervisory and administrative assistants (not including principals) within your superintendency or inspectorate who have more university preparation than you?

1.	None	_____	6.	Five	_____
2.	One	_____	7.	Six-nine	_____
3.	Two	_____	8.	Ten-fourteen	_____
4.	Three	_____	9.	Fifteen-nineteen	_____
5.	Four	_____	0.	Twenty or more	_____
			X.	Information not available.	_____

IMPORTANCE OF FIELDS OF STUDY TO THE SUPERINTENDENCY OR INSPECTORATE

Below are listed twenty fields of study. Indicate what you consider to be the relative importance of each field of study in relation to your work as superintendent or inspector. Please check every item and indicate its importance by circling the number that most appropriately describes its significance as follows:

- | | | |
|---|-----|--------------------------|
| 0 | --- | unimportant |
| 1 | --- | of some small importance |
| 2 | --- | important |
| 3 | --- | essential |

Degree of Importance:

Field of Study:

unimportant important essential

0	1	2	3	Philosophy of Education
0	1	2	3	History of Education
0	1	2	3	Sociology
0	1	2	3	Economics
0	1	2	3	Research
0	1	2	3	Psychology
0	1	2	3	Group Dynamics
0	1	2	3	School Finance
0	1	2	3	Public Relations
0	1	2	3	Guidance and Counseling
0	1	2	3	Adult Education
0	1	2	3	Human Relations
0	1	2	3	School Business Management
0	1	2	3	Personnel Administration
0	1	2	3	Supervision



Degree of Importance:					Field of Study:				
some									
unimportant	important	importance	important	essential	Administrative Theory and Practice	School Plant Planning	Teaching Methods	Political Science	Curriculum
0	1	2	3	3					
0	1	2	3	3					
0	1	2	3	3					
0	1	2	3	3					
0	1	2	3	3					
0	1	2	3	3					
0	1	2	3	3					

Indicate the total number of years spent as a school principal.

1. I was never a school principal.	6. 10 - 12 years	0. 25 or more years
2. Less than one year	7. 13 - 15 years	
3. One to three years	8. 16 - 18 years	
4. Four to six years	9. 19 - 24 years	
5. Seven to nine years		

(34)

Number of years as principal in:

Number of yrs.	Approximate size of school, i.e. schools were city, town, or country	Teachers
	Please indicate whether these schools were city, town, or country	schools

Elementary Schools (Grades I-VI)
Elementary Schools (Grades I-VIII)
Junior High Schools(Grades VII-IX)
High Schools (Grades X-XII)
Combined Schools(Grades I-XII)
Others (Please describe.)

Indicate the total number of years spent as a school vice-principal.

1. I was never a vice-principal	6. 10 - 12 years	0. 25 or more years
2. Less than one year	7. 13 - 15 years	
3. One to three years	8. 16 - 18 years	
4. Four to six years	9. 19 - 24 years	
5. Seven to nine years		

(35)

Number of years as vice-principal in:

Number of yrs.	Approximate size of school, i.e. schools were city, town, or country	Teachers
	Please indicate whether these schools were city, town, or country	schools

Elementary Schools (Grades I-VI)
Elementary Schools (Grades I-VII)
Junior High Schools(Grades VII-IX)
High Schools (Grades X-XII)
Combined Schools (Grades I-XII)
Others (Please describe.)

Indicate the total number of years spent as a teacher:

1. I was never a teacher	6. 10 - 12 years	0. 25 or more years
2. Less than one year	7. 13 - 15 years	
3. One to three years	8. 16 - 18 years	
4. Four to six years	9. 19 - 24 years	
5. Seven to nine years		

(36)



Number of years spent as a teacher in:

Number of yrs.	Approximate size of school, i.e. whether these schools were city, town or country schools	Teachers
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Elementary Schools (Grades I - VI)
Elementary Schools (Grades I-VIII)
Junior High Schools (Grades VII-IX)
High Schools (Grades X - XII)
Combined Schools (Grades I - XII)
Others (Please describe.)

Number of years	Title	Approximate size of district, i.e. Province	Number of teachers
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total No. of yrs.

What is the total number of superintendencies or inspectorates you have held?

1. One	6. Six
2. Two	7. Seven
3. Three	8. Eight
4. Four	9. Nine
5. Five	or more

List the superintendencies you have held:

Approx. number of teachers supervised	Name of Superintendency	Province	Approximate Dates Held:
From: _____ To: _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

List any other experience of an educational nature.

Have you at any time been engaged in another vocation outside the field of education?

1. Yes

2. No

Please describe in detail the nature of this occupation and indicate the length of time so engaged.

From _____ To _____

What is your evaluation of these in-service education activities?

To what extent do you feel there is a need for the in-service education of superintendents or inspectors in your province?

What provisions are made for the in-service education of superintendents or inspectors in your province?

What was the position you held immediately prior to your first becoming a superintendent or inspector? Please describe this position in detail indicating the number of teachers under your supervision, if any.

What was the total population of the district, village, town or city where you held this position immediately prior to your first becoming a superintendent or inspector?

- 1. 299 or less
- 2. 300-999
- 3. 1,000-2,999
- 4. 3,000-4,999
- 5. 5,000-9,999

- 6. 10,000-49,999
- 7. 50,000-99,999
- 8. 100,000-299,999
- 9. 300,000-499,999
- 0. 500,000 or over

In what province was this position held immediately prior to your first becoming a superintendent or inspector?

- 1. British Columbia
- 2. Alberta
- 3. Saskatchewan
- 4. Manitoba
- 5. Ontario
- 6. Quebec

- 7. New Brunswick
- 8. Nova Scotia
- 9. Prince Edward Is.
- 0. Newfoundland
- X. Other country

(Please specify)

Total number of years you have now spent as a superintendent or inspector:

1.	Less than one year	7.	16 - 18 years
2.	1 - 3 years	8.	19 - 21 years
3.	4 - 6 years	9.	22 - 24 years
4.	7 - 9 years	0.	25 - 30 years
5.	10 - 12 years	X.	31 or more years
6.	13 - 15 years		

Total number of years you have held your present position as superintendent or inspector:

1.	Less than one year	7.	6 - 9 years
2.	One year	8.	10 - 13 years
3.	Two years	9.	14 - 17 years
4.	Three years	0.	18 - 21 years
5.	Four years	X.	22 or more years
6.	Five years		

PART 4 -- REASONS FOR ENTERING THE SUPERINTENDENCY OR INSPECTORATE

There are, no doubt, many reasons why men become school superintendents or inspectors. Some of these are listed below. If you had other reasons contributing to your becoming a superintendent or inspector please add these to the list. Please check every item below and indicate its importance in your decision to become a superintendent or inspector. Please indicate the importance of each factor by circling the number that most appropriately describes its significance, as follows:

- 0 - The factor was of no importance or was not applicable to my situation.
- 1 - The factor was of some or moderate importance.
- 2 - The factor was very important in my decision to become a superintendent or inspector.

Degree of Importance:

of no import-
ance or
import-
ance of some
not applicable
of much
importance

a. One of my former superintendents or inspectors encouraged me to apply.

b. Because of a desire to serve education in this capacity.

c. Because of financial considerations

d. Because of the prestige that goes with this position.

e. As a stepping stone to a further position of an educational nature.

f. I was tired of teaching.

g. I was tired of being a principal.

h. I enjoy being a leader.

i. I did not enjoy a subordinate role in education.

j. I received encouragement from university professors.

k. The variety of work that the position affords appealed to me.

l. I desired a position where I could exert more influence or effect more change.

m. I wanted a change from what I was doing.

n. A department official asked me to join the superintendency or inspectorate staff.

(Question continued)

Degree of Importance:

of no import-
ance or
import-
ance of much
not applicable
importance

o. Other reasons. (Please list these
and indicate their importance.)

PART 5: MEANS OF FINDING OUT ABOUT VACANCY

There are many means used in locating vacancies in the provincial inspectoral
superintendency or inspectoral staff. Check (✓) each one of the items below
that describes one of the ways in which you learned of the vacancy. If more
than one item is checked please indicate the first source of contact regarding
the vacancy, by double checking (✓).

1. A former superintendent or inspector informed me and recommended
that I apply.

2. An official of the provincial Department of Education suggested
to me that I apply.

3. From a newspaper advertisement.

4. From an advertisement in a professional magazine.

5. From a university or college of education.

6. I inquired by letter as to the possibility of an opening.

7. Had an application on file previously and I was notified
that there were openings.

8. Heard of vacancy and applied.

9. Other sources not listed.
- If so, please describe:

PART 6: DUTIES

What is the total number of principals within your superintendency or
inspectorate?

1. None

2. One

3. 2 - 5

4. 6 - 10

5. 11 - 15

6. 16 - 20

7. 21 - 30

8. 31 - 50

9. 51 - 100

0. More than 100

(42)

What is the total number of vice-principals within your superintendency or
inspectorate?

1. None

2. One

3. 2 - 5

4. 6 - 10

5. 11 - 15

6. 16 - 20

7. 21 - 30

8. 31 - 50

9. 51 - 100

0. More than 100

(43)

What is the total number of teachers within your superintendency or inspectorate?

1. None	7. 201 - 300	
2. 1 - 20	8. 301 - 500	
3. 31 - 50	9. 501 - 750	
4. 51 - 100	0. 751 - 1,000	
5. 151 - 200	X. more than 1,000	
6.		

How many supervisory and administrative assistants (not including principals) do you have to assist you?

1. None	6. Five	
2. One	7. Six	
3. Two	8. 7 - 10	
4. Three	9. 11 - 15	
5. Four	0. 16 or more	

What are the official titles, duties and salaries given to these supervisory and administrative assistants?

Title	No. of these employed	Duties (Briefly)	Yearly Salary
-------	-----------------------	------------------	---------------

What is the number of full-time clerical staff employed in your office?

1. None	6. Five	
2. One	7. Six	
3. Two	8. Seven	
4. Three	9. Eight	
5. Four	0. None or more	

What is the number of part-time clerical staff employed to assist you in your office?

1. None	6. Five	
2. One	7. Six	
3. Two	8. Seven	
4. Three	9. Eight	
5. Four	0. Nine or more	

How many miles from your home is your office located?

_____ miles.

The total number of school boards with whom you are called upon to work:

1. None	6. 5 - 10	
2. One	7. 11 - 20	
3. Two	8. 21 - 30	
4. Three	9. 31 - 40	
5. Four	0. 41 - 50	
	X. 51 or more	

Total number of operating schools within your superintendency or inspectorate?

1. 0 - 5	6. 41 - 50	
2. 6 - 10	7. 51 - 75	
3. 11 - 20	8. 76 - 100	
4. 21 - 30	9. 101 - 150	
5. 31 - 40	0. 151 or more	

(44)

(45)

(46)

(47)

(48)

(49)

1.	One-room schools
2.	Two-room schools
3.	3 - 5 room schools
4.	6 - 10 room schools
5.	11 - 20 room schools
6.	21 - 30 room schools
7.	31 - 50 room schools
8.	51 - 75 room schools
9.	76 - 100 room schools
0.	101-or more room schools
Total =	

PART 7 -- DESIRABLE AND UNDESIRABLE ASPECTS

1. Desirable Aspects

What are the things that appeal to you most concerning your experience as a superintendent or inspector of schools? Please check every item below and indicate its desirability by circling the number that most appropriately describes its significance, as follows:

0 - of no appeal or is not applicable to my situation
1 - this factor has some appeal
2 - this factor appeals to me greatly or is of much importance

DEGREE OF APPEAL

of no appeal or not applicable	of some appeal	of much appeal	
a. a feeling of independence	0	1	2
b. relationships with fellow superintendents	0	1	2
c. feeling of security in the position	0	1	2
d. the salary	0	1	2
e. the variety in the work	0	1	2
f. associating with other professional men in the community	0	1	2
g. the great challenge the position offers	0	1	2
h. the opportunity to work with teachers	0	1	2
i. the opportunity to work with principals	0	1	2
j. the professional freedom that the job affords me	0	1	2
k. a feeling derived from genuine service to society	0	1	2
l. the prestige of the position	0	1	2
m. the working conditions (Please specify.)	0	1	2
n. others (Please specify.)	0	1	2
	0	1	2
	0	1	2
	0	1	2

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

100

100

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

100

2. Undesirable Aspects

What prescribed duties do you like least to perform (regardless of their importance) in connection with your position as superintendent or inspector?

Many superintendents and inspectors feel that they are unable to distribute adequately their time so that they are performing the most important functions. If you find yourself in this position kindly list the factors that prevent an adequate distribution of time.

Superintendents and inspectors may find certain factors concerning their present position unpleasant. Please check every item below and indicate the degree of unpleasantness by circling the number that most appropriately describes its significance for you as follows:

0 - This is not an unpleasant factor or is not applicable to my situation.

1 - This factor is somewhat unpleasant .

2 - This factor is very unpleasant to me.

This is not
an unpleasant
factor or is
not applicable

This factor
is somewhat
unpleasant

This factor
is very
unpleasant

a. having to work closely with school boards which are composed of lay persons

b. too much routine paper work

c. too much responsibility in decision making

d. inadequate salary

e. The load is so heavy that it is necessary to spread oneself too thinly over many different jobs.

f. certain community pressures and community interference

g. writing reports on teachers

h. too much time spent in travelling

i. too much time spent away from home and family

j. interference from the Department of Education

k. demands made by the Department of Education

l. The job itself is too demanding in time. One is never finished.

m. As superintendent or inspector one experiences a certain loneliness.

(Question continued)



n.	too many evening meetings to attend	0	1	2
o.	too much overtime	0	1	2
p.	too many teachers to supervise	0	1	2
q.	expected to attend too many community functions	0	1	2
r.	difficulty over the divided control between the superintendent of schools and the secretary-treasurer of the school board	0	1	2
s.	undesirable working conditions (Please specify briefly.)	0	1	2
t.	others (Please specify.)	0	1	2
		0	1	2
		0	1	2
		0	1	2
		0	1	2
		0	1	2

What are the greatest job problems you face as a superintendent or inspector? Please describe:

Do you feel that more social restrictions are placed upon you as a school superintendent or inspector than upon members of other professions in your community?

Please check: 1. Yes 2. No

If "Yes," in what way?

Do you think that communities make too many demands on school superintendents or inspectors?

Please check: 1. Yes 2. No

If "Yes," in what way?



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What constructive suggestions would you offer which you think would make the position of superintendent or inspector a more effective one for education in your province?

PART 8 -- WORKING CONDITIONS

Do you think that satisfactory provisions are made for superintendents' or inspectors retirement pension in your province?

Please check: 1. Yes 2. No

Comment:

Do you think that satisfactory provisions are made for leave of absence (for study or other purposes) for superintendents or inspectors in your province?

Please check: 1. Yes 2. No

Comment:

How much vacation time are you entitled to in your position at present?

- 1. One week
- 2. Two weeks
- 3. Three weeks

- 4. Four weeks
- 5. Five weeks
- 6. More than 5 weeks

Do you consider this vacation time adequate?

Please check: 1. Yes 2. No

Comment:

When do you usually take this vacation time?



1. On the average, what is the total number of hours per week that you work when schools are in session?

The number of officially scheduled hours?

The average number of extra hours per week on office work?

The average number of hours per week spent on evening or week-end meetings?

The average number of other extra hours? Please specify.

On the average, what is your actual working day?

a.m.

From

To

p.m.

Do you work on Saturdays?

1. Never

2. Seldom

3. Sometimes

4. Usually

5. Always

If, and when you do work on Saturdays, approximately how many hours do you usually work?

- 1. One hour
- 2. Two hours
- 3. Three hours
- 4. Four hours

- 5. Five hours
- 6. Six hours
- 7. Seven hours
- 8. Eight hours
- 9. Nine or more

Do you work on Sundays?

1. Never

2. Seldom

3. Sometimes

4. Usually

5. Always

If, and when you do work on Sundays, approximately how many hours do you usually work?

- 1. One hour
- 2. Two hours
- 3. Three hours
- 4. Four hours

- 5. Five hours
- 6. Six hours
- 7. Seven hours
- 8. Eight hours
- 9. Nine or more

Do you work on Statutory holidays?

- 1. Never
- 2. Seldom
- 3. Sometimes
- 4. Usually
- 5. Always

If, and when you do work on Statutory holidays, approximately how many hours do you usually work?

- 1. One hour
- 2. Two hours
- 3. Three hours
- 4. Four hours

- 5. Five hours
- 6. Six hours
- 7. Seven hours
- 8. Eight hours
- 9. Nine or more

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In your capacity as superintendent or inspector, how many evening meetings do you attend, on the average, each month?

1.	One	_____	7.	Seven	_____
2.	Two	_____	8.	Eight	_____
3.	Three	_____	9.	Nine	_____
4.	Four	_____	0.	Ten	_____
5.	Five	_____	X.	Eleven or more	_____
6.	Six	_____			_____

During the summer months when schools are not in session what is the total number of hours per week that you work on the average?

1.	Less than 15	_____	6.	35 - 39	_____
2.	16 - 19	_____	7.	40 - 44	_____
3.	20 - 24	_____	8.	45 - 49	_____
4.	25 - 29	_____	9.	50 - 54	_____
5.	30 - 34	_____	0.	55 or more	_____

PART 10 -- SALARIES

What is your salary at present?

1.	Below \$5,999	_____	7.	\$8,500 - 8,999	_____
2.	\$6,000 - 6,499	_____	8.	\$9,000 - 9,999	_____
3.	\$6,500 - 6,999	_____	9.	\$10,000 - 10,999	_____
4.	\$7,000 - 7,499	_____	0.	\$11,000 - 11,999	_____
5.	\$7,500 - 7,999	_____	X.	\$12,000 or more	_____
6.	\$8,000 - 8,499	_____			_____

What was your salary when first appointed to the superintendency or inspectorial staff in your province?

1.	Below \$2,999	_____	7.	\$7,000 - 7,499	_____
2.	\$3,000 - 3,999	_____	8.	\$7,500 - 7,999	_____
3.	\$4,000 - 4,999	_____	9.	\$8,000 - 8,999	_____
4.	\$5,000 - 5,999	_____	0.	\$9,000 - 9,999	_____
5.	\$6,000 - 6,499	_____	X.	\$10,000 or more	_____
6.	\$6,500 - 6,999	_____			_____

What was your salary immediately prior to your first appointment as superintendent or inspector?

1.	Below \$2,999	_____	7.	\$7,000 - 7,499	_____
2.	\$3,000 - 3,999	_____	8.	\$7,500 - 7,999	_____
3.	\$4,000 - 4,999	_____	9.	\$8,000 - 8,999	_____
4.	\$5,000 - 5,999	_____	0.	\$9,000 - 9,999	_____
5.	\$6,000 - 6,499	_____	X.	\$10,000 or more	_____
6.	\$6,500 - 6,999	_____			_____

When you were first appointed as superintendent or inspector in your province, what did this mean for you in terms of salary?

1.	An increase in salary	_____
2.	A decrease in salary	_____
3.	Salary stayed approximately the same.	_____

If this meant an increase or decrease in salary what was the approximate amount?

1.	\$100	_____	7.	\$1,000 - 1,499	_____
2.	\$200	_____	8.	\$1,500 - 1,999	_____
3.	\$300	_____	9.	\$2,000 - 2,499	_____
4.	\$400	_____	0.	\$2,500 - 2,999	_____
5.	\$500	_____	X.	\$3,000 or more	_____
6.	\$600 - 999	_____			_____



What is the salary of the highest paid principal in your superintendency or inspectorate at present?

1.	Below \$6,999	_____	7.	\$9,500 - 9,999	_____
2.	\$7,000 - 7,499	_____	8.	\$10,000 - 10,499	_____
3.	\$7,500 - 7,999	_____	9.	\$10,500 - 10,999	_____
4.	\$8,000 - 8,499	_____	0.	\$11,000 - 11,999	_____
5.	\$8,500 - 8,999	_____	X.	\$12,000 or more	_____
6.	\$9,000 - 9,499	_____			_____

What is the salary of the highest paid supervisory or administrative assistant in your superintendency or inspectorate at present?

1.	Below \$6,999	_____	7.	\$9,500 - 9,999	_____
2.	\$7,000 - 7,499	_____	8.	\$10,000 - 10,499	_____
3.	\$7,500 - 7,999	_____	9.	\$10,500 - 10,999	_____
4.	\$8,000 - 8,499	_____	0.	\$11,000 - 11,999	_____
5.	\$8,500 - 8,999	_____	X.	\$12,000 or more	_____
6.	\$9,000 - 9,499	_____			_____

What is the official title of this assistant, above?

What is the total number of principals under your supervision receiving higher salary than the superintendent or inspector at present?

1.	None	_____	6.	Five	_____
2.	One	_____	7.	Six - nine	_____
3.	Two	_____	8.	10 - 14	_____
4.	Three	_____	9.	15 - 19	_____
5.	Four	_____	0.	20 or more	_____
		_____	X.	information not available.	_____

What is the total number of vice-principals under your supervision receiving a higher salary than the superintendent or inspector at present?

1.	None	_____	6.	Five	_____
2.	One	_____	7.	Six - nine	_____
3.	Two	_____	8.	10 - 14	_____
4.	Three	_____	9.	15 - 19	_____
5.	Four	_____	0.	20 or more	_____
		_____	X.	information not available.	_____

What is the total number of teachers under your supervision receiving a higher salary than the superintendent or inspector at present?

1.	None	_____	6.	Five	_____
2.	One	_____	7.	Six - nine	_____
3.	Two	_____	8.	10 - 14	_____
4.	Three	_____	9.	15 - 19	_____
5.	Four	_____	0.	20 or more	_____
		_____	X.	information not available.	_____

What is the total number of other professional personnel under your supervision (other than principals, vice-principals and teachers) receiving a higher salary than the superintendent or inspector at present?

1.	None	_____	6.	Five	_____
2.	One	_____	7.	Six - nine	_____
3.	Two	_____	8.	10 - 14	_____
4.	Three	_____	9.	15 - 19	_____
5.	Four	_____	0.	20 or more	_____
		_____	X.	information not available.	_____



How many miles do you travel in the course of your duties as superintendent or inspector in an average school year?

1.	Less than 500 miles	7.	5,000 - 7,599 miles
2.	500 - 999	8.	7,600 - 9,999 "
3.	1,000 - 1,999	9.	10,000 - 14,999 "
4.	2,000 - 2,999	0.	15,000 - 19,999 "
5.	3,000 - 3,999	X.	More than 20,000 miles
6.	4,000 - 4,999		

Do you receive a car or mileage allowance?

Please check: 1. Yes _____ 2. No _____

Describe this allowance:

Do you consider this allowance adequate for your purposes?

Please check: 1. Yes _____ 2. No _____

Comment:

Do you receive any other supplementary allowances?

Please check: 1. Yes _____ 2. No _____

If "yes," please describe in detail.

What is the approximate land area of your superintendency or inspectorate in square miles?

1.	Under 10 sq. miles	6.	1001 - 5000 sq. miles
2.	11 - 20 sq. miles	7.	5001 - 10,000 sq. "
3.	21 - 100 sq. miles	8.	10,000 - 20,000 sq. "
4.	101 - 500 sq. miles	9.	21,001 - 50,000 sq. "
5.	501 - 1000 sq. miles	0.	50,001 - 100,000 "
		X.	100,001 or more "

What is the total population of the school district or unit which comprises your present inspectorate or superintendency?

1.	Less than 2,999	6.	40,000 - 74,999
2.	3,000 - 4,999	7.	75,000 - 99,999
3.	5,000 - 9,999	8.	100,000 - 299,999
4.	10,000 - 14,999	9.	300,000 - 499,999
5.	15,000 - 39,999	0.	500,000 or over



Check the one statement below which best indicates the extent to which you are satisfied with the superintendent or inspectorate as a career.

1. I can think of no career that would give me greater satisfaction.

2. I am very satisfied.

3. With some reservations, I am quite satisfied.

4. I am a little dissatisfied.

5. I am quite dissatisfied.

6. I am very dissatisfied.

Please check the one statement below which best indicates your satisfaction with your present superintendent or inspectorate in all of its aspects, in relation to other superintendencies or inspectorates in your province.

1. It is difficult to imagine a more satisfactory superintendent or inspectorate.

2. This superintendent or inspectorate is one of the best that I know of.

3. I consider this among the better superintendencies or inspectorates.

4. This superintendent or inspectorate is slightly better than average.

5. This superintendent or inspectorate is slightly poorer than average.

6. I consider this among the poorer superintendencies or inspectorates.

7. None of these statements is really applicable in my situation.

To what extent are you satisfied with the educational policies followed in your superintendent or inspectorate as compared to policies that you feel to be most desirable educationally?(Check one.)

1. The educational policies followed are the best that I can imagine.

2. The educational policies followed are unusually good

3. In general the educational policies followed are very good.

4. The educational policies followed are good in general, but a few should be improved.

5. Some of the educational policies followed are undesirable although many are satisfactory.

6. I consider many of the educational policies to be undesirable.

If you had the opportunity to begin again, would you choose the superintendency or inspectorate as a career?

1. Certainly would.

2. Probably would.

3. Uncertain.

4. Probably would not.

5. Certainly would not.



Have you ever held an educational position which you enjoyed more than the superintendentcy or inspectorate?

- 1. Yes
- 2. No

If "yes" to the above question, describe fully the nature of this position.

Everything considered -- pay, professional status, working conditions, etc. -- do you now wish you had stayed in this other field of educational work?

- 1. Yes
- 2. No

Do you intend to continue as a superintendent or inspector in the future?

1. Certainly

2. Probably

3. Uncertain

4. Probably will not.

5. Certainly will not:

(77)

PART 12 -- FACTORS INVOLVED IN SUPERINTENDENCY OR INSPECTORATE CHANGE

N.B.

Superintendents or inspectors who are presently serving in their first superintendentcy or inspectorate are asked to omit this Section 12 entitled, "Factors Involved in Superintendency or Inspectorate Change," and indicate here:

This is my first position as superintendent or inspector.

(Please check.)

REASONS FOR SUPERINTENDENCY OR INSPECTORATE CHANGE

Many factors may be involved when a superintendent or inspector leaves one superintendentcy or inspectorate and moves to another. Please check the statements below indicating who was responsible for first initiating this move:

- 1. The Education Department decided that I should move.
- 2. The Education Department invited me to move.
- 3. I requested a move.
- 4. The School Board requested that I be moved.
- 5. Other (Please specify.)

(78)



Apart from who initiated your last move, what were the more specific reasons for it? Some of these reasons are suggested below. Please check every item and indicate its importance by circling the number that most appropriately describes its significance, as follows:

0 - This reason was of no importance or was not applicable to my situation.

1 - This reason was of some or moderate importance.

2 - This was a very important reason for my changing superintendencies.

Answer this section in terms of the superintendency or inspectorate that you held prior to your present position.

RELATIONSHIPS WITH PEOPLE

	of no importance	of some importance	of much importance
--	------------------	--------------------	--------------------

- | | | | |
|--|---|---|---|
| a. The Board and Superintendent did not work well together. | 0 | 1 | 2 |
| b. Relationships with the teachers were unsatisfactory. | 0 | 1 | 2 |
| c. Relationships with the principals were unsatisfactory. | 0 | 1 | 2 |
| d. Relationships with the secretary-treasurer were unsatisfactory. | 0 | 1 | 2 |
| e. Relationships with the community were unsatisfactory. | 0 | 1 | 2 |
| f. I was experiencing other particular difficulties. (Please specify.) | 0 | 1 | 2 |

WORKING CONDITIONS

- | | | | |
|--|---|---|---|
| g. too much time spent in travelling | 0 | 1 | 2 |
| h. being away from home too often | 0 | 1 | 2 |
| i. The new position offered a better salary. | 0 | 1 | 2 |
| j. It was difficult to obtain good staff. | 0 | 1 | 2 |
| k. Other working conditions were unsatisfactory. (Please specify.) | 0 | 1 | 2 |

PERSONAL REASONS

- | | | | |
|--|---|---|---|
| l. I felt I had already made what educational contribution I could in that community. | 0 | 1 | 2 |
| m. I was getting older and wanted a superintendency or inspectorate with fewer demands. | 0 | 1 | 2 |
| n. I wished to be closer to a larger city. | 0 | 1 | 2 |
| o. I considered my new position to be a promotion. | 0 | 1 | 2 |
| p. The new position offered a greater challenge. | 0 | 1 | 2 |
| q. I believe, in principle, that superintendents and inspectors should move every few years. | 0 | 1 | 2 |

(Question continued)

1. The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is well-posed and that the solution exists and is unique.

2. In the second part, the problem is solved for the case of a constant coefficient. It is shown that the solution is given by the formula

$$u(x, y) = \frac{1}{2\pi} \int_0^{2\pi} \int_0^\infty \frac{f(\rho, \theta)}{\sqrt{\rho^2 - x^2 - y^2}} \rho d\rho d\theta$$

3. In the third part, the problem is solved for the case of a variable coefficient. It is shown that the solution is given by the formula

$$u(x, y) = \frac{1}{2\pi} \int_0^{2\pi} \int_0^\infty \frac{f(\rho, \theta)}{\sqrt{\rho^2 - x^2 - y^2}} \rho d\rho d\theta$$

4. In the fourth part, the problem is solved for the case of a variable coefficient. It is shown that the solution is given by the formula

_____	_____	_____
_____	_____	_____
_____	_____	_____

For how many years were you in your previous superintendency or inspectorate?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What was the total population of the school district or unit which comprised your previous superintendency or inspectorate?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

In changing from your last superintendency or inspectorate to your present position approximately how many miles do you move?

_____	_____	_____
-------	-------	-------

Miles

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



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